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ABSTRACT

This tool kit contains the tools necessary to produce shared counselor partnerships for Texas area school districts to help students make a seamless transition from high school to postsecondary education opportunities. Among the topics discussed in the first eight sections are the following: developing the model; identifying/describing existing counselor partnerships and best practices; planning/designing partnerships (strategic planning, developing program goals and a plan of operation, assessing chances for success, leveraging local resources, building advisory committees, funding/grant writing); developing a program; selecting an operational format (program goals, program structure, components, developing a plan of operations and calendar of events/activities, formulating an evaluation model); identifying counselor and program coordinator roles and responsibilities; planning/delivering training to student services specialists; and launching the program (designing effective brochures, newsletters, news releases, and publicity materials). The final section contains samples of materials and activities including the survey instrument that have been implemented to meet the goals of the shared counselor partnership in Texas' North Harris Montgomery Community College District and five other initiatives in Texas. (MN)

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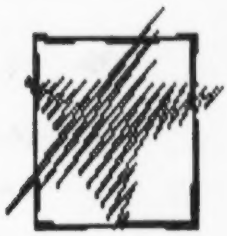
Shared Counselor Partnership Tool Kit

North Harris College

A College of North Harris Montgomery Community College District



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The Texas Higher Education Coordinating Board
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Austin, Texas

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Shared Counselor Partnership

Tool kit

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ACKNOWLEDGMENTS

Much gratitude and thanks is owed Dr. Sandy Shugart, President of North Harris College, M.B. "Sonny" Donaldson, Aldine ISD Superintendent, and Dr. Gordon M. Anderson, Spring ISD Superintendent, who envisioned a future unlike the past and forged the way for the development of the Shared Counselor Program.

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Suzanne Acevedo, Director of the Office of Resource Development and Grant Administration, is to be commended for the well written grant that was the compass guiding us as we further developed this worthwhile program. Thank you for your support and expertise that I relied on throughout the year. With your administration, I eased into this new position without a hitch! Thanks for your continued support!

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Thanks to the directors of the four North Harris College Student Services departments, Rhonda Cannon, Ken Feld, Bennie Lambert, and Luciano Salinas, for their guidance and support. I appreciate the many efforts made to extend the arm of the college to high school students. The workshops and seminars introduced students to possibilities and supported their personal and educational growth. I am grateful to the members of your professional teams who so willingly contributed to our program.

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And last, but not least, thank you to Suzanne Vaughn whose creative eye and genius at the computer resulted in this beautifully formatted manual.

Sincerely,

Vicki Stanfield

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INTRODUCTION

- Provides tips for how to use the tool kit
- Historical narrative of the development of the partnership

How to Use the Tool kit

The tool kit provides the tools necessary to produce shared counselor partnerships and can be used as a resource for implementing activities in established partnerships. While North Harris College's project is a comprehensive model, institutions may not be ready to make such a commitment. Whatever the situation, use the resources in this manual to find ways to improve communication and to service potential students in area school districts. Data from community colleges across the state support interest in working more closely with high schools (see Research section). The information in this tool kit will support such endeavors.

The format of the tool kit provides general information about planning and designing partnerships and more specific information about the Shared Counselor Partnership. The tool kit includes hints and strategies taken from the hard-won experience of other partnerships that have developed in the school-to-work concept in this country (School-to-Work Toolkit. Jobs for the Future (JFF), 1815 Massachusetts Avenue, Cambridge, Ma 02140).

A brief description of the contents and purpose of each section serves as a quick resource when referring to the manual. It is suggested to read the entire manual first to become familiar with its contents. The Program Operational Format has a comprehensive description of activities that can be easily adapted for use whether a partnership is in place or not.

Things to keep in mind when using the tool kit:

1. **The tool kit is designed to help enthusiasts solicit support for the project.** The thought of proposing such a program begins with one or two visionary thinkers. Gaining support at the top is essential. Use the tool kit to support your dream.

2. **This tool kit is a menu, not a list of commandments.** This resource is a collection of the best practices and ideas that have evolved over two years of practice. The partnership is in its infancy, and like any developing system, experience and time serve to improve the product. However, keep in mind that key state decision-makers and regulatory agencies served as consultants and contributors in the further development and refinement of the project that is represented in this manual. Your institution may already have some of the elements of a partnership in place; the tool kit will help you identify and build on those elements.

3. **Don't be overwhelmed.** The tool kit contains materials that can help with a number of different aspects of program design and implementation. Use it as a reference over a several year period of time, as initial goals are met and new one emerge. Your institution may not be ready to do all of these things at once. However, the tool kit should help you in those areas where your community is ready to begin.

4. **Use the tool kit to expand your community's vision of the possible.** The tool kit can help a community to envision itself functioning differently, in a shared counselor partnership. Use the manual to start partners thinking of themselves in new ways (see Planning and Design section).

5. **Use the tool kit to help you build on existing strengths first.** The impetus for change arises in different places in different communities. Where motivation and enthusiasm exist --educators, administrators, or others -- don't choke it off by trying to get everything else up and running smoothly. Encourage those committed to providing high school students more information about post-secondary education opportunities. If high school educators are interested, solicit them to actively support connection with the community college. Build from your strengths.

6. **Use the tool kit to help you build long-range goals and a timeline for implementing them.** It is important to start small and consolidate changes as you go. As you identify your institution's and community's strengths and build on them, the tool kit can also help you identify other missing elements that would compliment these strengths.

Use the tool kit by tailoring tools to your own needs. Some of the tools may be perfectly tailored to the needs of your community. Creating a structured shared counselor partnership is not an 'off-the-shelf" kind of process. Keep in mind, it is important that partners go through the process of creation together---in identifying mutual needs and goals, specifying mechanisms for achieving them, and changing their respective behaviors to implement the needed changes. Such synergy of ideas promotes partner "buy-in," of utmost importance to the program's success. By collecting a range of relevant information in one place, it is hoped that the tool kit will enable partners to go through the process more efficiently and effectively.*

* Heavily adapted from School-to Work Toolkit, JFF, 1815 Massachusetts Ave., Cambridge, Ma 02140

NORTH HARRIS COLLEGE
SHARED COUNSELOR PARTNERSHIP

HISTORICAL OVERVIEW

Genesis

While in my final interview for the position of Director of the Shared Counselor Project, Dr. Shugart, President of North Harris College, described the birth of the shared counselor concept. A conversation with a university president who was boasting about his own efforts to assist North Harris College students in their transfer process sparked Dr. Shugart's visionary thinking. Dr. Shugart suggested to his colleague that enrollment at that university would increase if all students could be assisted "when they were ready." A permanent university presence on the community college campus would coincide with students' needs. Later, he began thinking about how that same principle could apply to the large number of high school students in the college district not matriculating to post-secondary programs after graduation. That is how the wheels began rolling that produced the partnerships with Aldine and Spring Independent School Districts. High school counselors hired and trained to function at the high school as community college advisors serve students "when they are ready" (see Roles and Responsibilities section). Dr. Shugart's vision to extend the opportunity for a college education to all students in the district by facilitating the transition from high school to college is now a reality.

Charge

While all students benefit, the program targets students in the "middle majority" who may not make a successful transition into post-secondary programs. Texas educators, from primary grades to universities, are challenged to "educate the many---not just the brightest--" to meet the demands of the new business environment that requires the most educated work force of any economic system" (Forces of Change, Texas State Comptroller's report). Connecting these students with appropriate post-secondary programs is critical to the state's continuing economic competitiveness. Through implementation of the shared counselor partnership, the middle range student gains access to technical education and the opportunity to acquire competencies essential for the workplace. The program's effectiveness will be measured by improved high school graduation rates and increased college enrollment (see Program Operational Format - Evaluation section).

Program Development

Program development proliferated during the program's second year of operation. In accordance with the discretionary grant funded through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, North Harris College (NHC) pledged to describe, research and refine the shared counselor partnership to link high school and college staff to increase enrollment of students in higher education technical programs. A project director was hired to coordinate all shared counselor project activities, maintain

on-going communication among the shared counselors and NHC personnel, collect data, write reports, and maintain all records necessary for proper grant documentation, plan and facilitate advisory committee meetings, develop and disseminate materials representing the project as a model through communication with other colleges and conference presentations, and produce a tool kit for creating shared counselor partnerships in urban, suburban, and rural districts.

The Shared Counselor Partnership program described in this tool kit evolved out of the goals and objectives defined in the grant:

1. Identify and describe existing counselor partnerships among secondary and post-secondary staff to improve student career decision-making and to enhance student access to technical education (see Research section).
2. Identify and describe best practices, including information and processes for student career decision-making (see Research section).
3. Based on the North Harris College pilot project, guidance from the advisory committee, and research data, the shared counselor partnership will be refined to maximize the effectiveness of delivery of services for all students with special emphasis on the needs of culturally diverse and special population groups (see Program Operational Format section).
4. Implement the recommended strategies to improve services in the North Harris College model (see Program Operational Format - Developing a Plan of Operation and 94-95 Students Assisted at High School).
5. Identify and describe the essential components of an effective shared counselor partnership, including coordination agreements between the community college and high school, counselor duties, effective methods of coordinating and delivering student services, use of shared databases, and setting relevant performance measures (see Program Operational Format section).
6. Develop and disseminate an implementation "tool-kit" for creating shared counselor partnerships in urban, suburban, and rural districts.

The Shared Counselor Partnership Tool Kit provides a comprehensive "how to" guide for developing partnerships in urban, suburban, and rural districts. The Program Operational Format is the synthesis of information from the pilot project experience and research regarding the optimum combination of services, practices, and procedures that maximize the effectiveness of the shared counselor partnership model.

Progress to Date
July 1995

As the third year of operation begins, the Shared Counselor Program has become a vital component in accomplishing the goals defined in North Harris College's strategic plan designed to guide the college into the twenty-first century. North Harris College and the two partner school districts, Aldine Independent School District and Spring Independent School District, are committed to providing quality education programs in a changing world and changing student population.

Other emerging collaborative initiatives are easily served through the linkage of NHC student services specialists at the high schools. These efforts support the program's value and the partners' commitment to the goal of helping students achieve their life and career goals through improved access to post-secondary education opportunities.

Essential components for meeting the program's goals are: an effective communication network, outreach and recruitment strategies, professional in-service, and evaluation processes for diagnostic and modification purposes (see Program Operational Format section).

Key administrators directly involved in supervision of the shared counselor at the high school met with the program director to review the terms of the partnership and initiate communication after the summer break. Such meetings promote buy-in at every level of the administration.

As with any new program, challenges arise. Once barriers are identified, the work of finding solutions begins. The 94-95 Summative Evaluation Report identified an organizational barrier to implementation of the program (see Program Operational Format - Evaluation section). A joint-committee of administrators has been appointed to study the report and develop solutions.

The program will continue to evolve with ongoing communication and collaboration, commitment to the program's goals, flexibility, and a common vision for creating a future unlike the past. The success of the program is the result of the partners' enthusiasm and support. The shared counselors are commended for their dedication to the goals of the program, their commitment to serve their students, and their enthusiastic spirits. Teamwork will continue to produce future innovative approaches **to providing students a seamless transition to post-secondary education opportunities**.

RESEARCH

- Provides a narrative of research efforts to determine the best practices for school partnerships and efforts to assist students in career decision-making as described in Goals 1 and 2 of the Carl D. Perkins Discretionary Grant
- Serves as a resource for developing career decision-making strategies
- Refer to this section when considering Planning and Design Issues and during program development phase.

RESEARCH SUMMARY

GOAL 1. IDENTIFY AND DESCRIBE EXISTING COUNSELOR PARTNERSHIPS AMONG SECONDARY AND POST-SECONDARY EDUCATION STAFF TO IMPROVE STUDENT CAREER DECISION-MAKING AND TO ENHANCE STUDENT ACCESS TO TECHNICAL EDUCATION.

The following summary is a description of the steps taken to determine the extent to which Texas community colleges interface with high schools to provide high school students information about post-secondary educational opportunities. With the assistance of NHMCCD's Research and Planning office and the Shared Counselor Project Advisory Committee, a fifteen item questionnaire was developed to collect data that describe current practices.

Texas Community Colleges Deans or Vice Presidents responsible for the delivery of student services responded to the survey. Of seventy-two surveys mailed, fifty-one replied for a 70% return. The questionnaire includes the number of responses and percentage for each response to the left of the answer choice.

Data reported when and how often high school students are informed of community college opportunities, types of partnership initiatives, efforts in middle schools, and interest in partnership programs to assist students in their transition to post-secondary education. Questions also assessed whether recruiting takes place on the high school campus, what type of services are provided during these visits, types of programs available to assist at-risk populations, and types of post-secondary education opportunities available while attending high school.

General assumptions from State Leadership Project Questionnaire:

Community colleges across the state are involved in collaborative efforts to provide information about post-secondary educational opportunities. Based on the responses to the survey, community colleges are actively involved in facilitating students in their career decision-making.

#1. Community colleges and other universities participate in annual events such as College nights (98% respondents).

#2. College recruitment is taking place at the high school in a number of ways. 49% (25 respondents) are providing a college student services representative on site to assist students while 86% (44 respondents) present information to assembled students and/or small groups at the high school. Students are provided appointments with student services professionals (71% or 36 respondents). 55% of the respondents (or 27) provide in-service training to inform high school counselors of educational programs.

#3. Respondents were given four choices to assess frequency in which college student services representatives recruit at the high schools.

Weekly	14%	(7 of 51)
1 time per Semester	43%	(22 of 51)
Other	41%	(21 of 51)
Not at all	2%	(1 of 51)

#4. This question asked what types of services are provided at the high school. information and personal assistance. Of these services, the top two provided most frequently in both categories are **admission/registration information** and **financial aid assistance**. **Career Guidance** and **Assessment/Testing** ranked third.

A closer study of frequency of visits to the high school determined that as visits increased assistance with career guidance increased. One could conclude that the frequency of visits to the high school campus influences the types and depth of services provided.

#5, 6, 7 These questions target services provided to special need students such as students with disabilities and at-risk students. Efforts are being made to meet the needs of these students by providing information about services and programs. For example, 71% (53 respondents) inform students with disabilities about opportunities and services at the community college. Students considered at-risk (i.e. non-college bound) are referred to the community college by their high school counselors.

#8. High school students are provided post-secondary opportunities while in high school through programs such as Tech Prep, articulation agreements, early admissions programs, dual credit classes, and community education non-credit courses.

#10. Community colleges are interested in assisting high school students at the high school campus in their transition to college (96% agree).

#11. 100% agree that Community colleges could benefit by having a partnership with area independent school districts aimed at assisting students in their transition to post-secondary education.

#12. Community colleges are involved in providing information about post-secondary education opportunities at the middle school level (77%). Strong support for working with students in middle school and in earlier grades is evident by the number of programs described in the space provided (see #12 Comments).

#13. 45% (21 respondents) replied that they are involved in a partnership program aimed at assisting students in their transition to post-secondary education; 6% (3 respondents) stated that they have a similar program to the Shared Counselor Partnership.

CONCLUSIONS

Community colleges are actively involved with public school systems providing information and services about post-secondary education opportunities. According to the data, these services range from providing printed information to periodic recruitment by college student services representatives at the high school. Colleges provide admissions/registration materials most frequently to high schools. As frequency of visits increase at the high school, services, such as career guidance, increase. Community colleges serve special population students at the high school. Access to technical education is met through collaborative efforts such as Tech Prep. Community colleges (77%) are actively involved with middle-school level students. Interest and enthusiasm about ongoing initiatives is great. Community colleges are interested (86%) in information about partnerships with area independent school districts. Further research is suggested to explore the depth of services being provided students, particularly those targeted in the "middle range."

Improved access for high school students into careers and higher education is dependent upon ongoing contact with these students. Servicing students at the high school campus can assist students in their transition to post-secondary education. Frequency of visits influences the type and depth of services provided. The Shared Counselor Partnership provides a framework for community colleges and public schools to meet the needs of students.

CASE: Lynda Barksdale, Director, Advising & Counseling Center, **Amarillo College**, describes the program. ASAP (Area Schools Assistance Program) is a recruiting/high school liaison program conducted by the Office of the Dean of Student Services. It involves outreach to nine area high schools. During the spring semester prior to graduation, high school students are surveyed about the status of their plans for fall. In the summer months, counselors from those high schools are hired to make telephone contact with graduates who were uncertain about their plans, or who had no plans. The counselors share information about educational opportunities with these graduates, and many of them enroll at Amarillo College. The number of students recruited has justified the personnel cost of hiring the secondary school counselors for nine summers (see Resources section).

CASE: Collin County Community College (CCCC) in partnership with **McKinney High School** received Carl Perkins grant funds to initiate **Project SCORE**, a school-to-work transition program. The pilot program is administered by CCCC as a partnership between the community college and McKinney High School. The project coordinator and project associate, CCCC career specialists, work out of an office at the high school to assist students in their preparation for future jobs by giving them accurate career information along with the opportunity to obtain high levels of academic and technical skills (see Resources section).

CASE: Montgomery College, North Harris Montgomery Community College District's newest college, in its infancy initiated a Shared Counselor Partnership with Conroe Independent School District. When Montgomery College opened its doors at the Conroe Center last fall, three shared counselors provided much needed manpower to a budding student services staff and linked the college with three high schools. The shared counselors' coordination of the Dual Credit Program immediately boosted college enrollment.

CASE: North Harris College. A large number of at-risk students at Aldine High School do not matriculate to post-secondary education. This statement is changing thanks to the assistance these students receive through the **Shared Counselor Program**. A concerned coach connected an anxious senior student with the shared counselor when she learned she was pregnant. Her thoughts of college ended. Traditionally, Hispanic women in her family did not go to college, much less in her condition. Mrs. McCharen, Aldine High School Shared Counselor, encouraged her and stressed, "You can do it. There are people and services at North Harris College that will help you!" Last spring, this young woman spoke before a group of administrators testifying to the gains in her life thanks to Mrs. McCharen's help. Financial aid asistance and a campus job through the college work-study program provides this single-parent the opportunity to attend college full-time. Her story is not uncommon and speaks of the program's benefits.

NORTH HARRIS COLLEGE

A NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE

March 3, 1995

Alvin Community College
Jose Castillo
Associate Dean of Student Services
3110 Mustang Rd
Alvin, TX 77511-4898

Dear Mr. Castillo

The purpose of this correspondence is to introduce the Shared Counselor Program and to ask your assistance in providing data about similar endeavors at your Community College. The Texas Higher Education Coordinating Board Community and Technical Colleges Division approved funding under the Carl D. Perkins Vocational and Applied Technology Education Act to develop a model partnership based on North Harris College's leadership program. North Harris College and two independent school districts jointly employ shared counselors who assist students in their transition to college right at the high school campus. Thus, the community college becomes an integral link with the public schools in assisting students in this process.

While all high school students benefit, the program targets those who may not make a successful transition into postsecondary programs. These students, who often come from families unfamiliar with the higher education system, may find the college setting overwhelming. Shared counselors, skilled in all aspects of college student services, remove barriers and provide students with "full-service" assistance. Connecting these students with appropriate postsecondary educational opportunities is critical to the state's continuing economic competitiveness.

Your input in this project is important. The enclosed questionnaire is designed to help identify essential service components that support students through a seamless educational process. Please take a few minutes to complete the survey and return it immediately in the enclosed self-addressed envelope. In the event your survey is not received by **March 20, 1995**, Project Director, Vicki Stanfield, will follow-up via telecommunication.

Upon completion, results from the study will be mailed to you in appreciation of your participation. For further information about the Shared Counselor Program, contact Vicki Stanfield, Project Director, at 713-443-5482.

Sincerely,

Sanford C. Shugart
President

2700 W.W. Thorne Drive Houston, Texas 77073 (713) 443-5400 FAX (713) 443-5402

NORTH HARRIS COLLEGE
SHARED COUNSELOR PARTNERSHIP
STATE LEADERSHIP PROJECT QUESTIONNAIRE

INSTRUCTIONS: Using a #2 pencil, bubble in each response that applies. Use additional paper if needed for responses. Return in self-addressed, stamped envelope provided.

1. How are area high school students informed of community college programs? (Bubble all that apply.)

50 98% ◯ students participate in high school sponsored College Day/Night programs
49 96% ◯ high school counselors
23 45% ◯ billboards
39 77% ◯ television/cable ads
38 75% ◯ radio announcements
48 94% ◯ local newspapers
38 75% ◯ mailers to area residents
40 78% ◯ mailers to area students and/or recent high school graduates
12 24% ◯ local mall College Awareness Day
41 80% ◯ college student services personnel are invited by high school counselors to plan recruitment activities at the high school
19 37% ◯ phone contacts through college/high school cooperative effort
10 20% ◯ other (list) _____

2. College recruitment *at the area high schools* takes place through the following (Bubble all that apply.)

51 100% ◯ Participating in the high school sponsored College Day/Night programs
50 98% ◯ leaving materials, brochures, etc. with the high school counselor
25 49% ◯ providing a college student services representative on site to assist students
44 86% ◯ presenting information to assembled students and/or small groups at the high school
36 71% ◯ scheduling appointments with interested students
27 53% ◯ a college student services liaison provides in-service training to inform high school counselors of educational programs
4 8% ◯ providing touch screen kiosks (computerized information centers)
4 8% ◯ other (list) _____
0 0% ◯ college recruiting does not take place at the high school

3. At what frequency do college student services representatives recruit *at the high schools*?

7 14% ◯ weekly
22 43% ◯ once per semester
1 2% ◯ not at all
21 41% ◯ other (list) _____

4. Community college counselors or other student services personnel assist students *at the high school campus* with the following college information. (Bubble all that apply.)

College personnel assist by providing information:

50 98% ◯ admission/registration information
48 94% ◯ financial aid assistance
36 71% ◯ placement testing/assessment
29 57% ◯ career guidance
9 18% ◯ leadership training
6 12% ◯ mentoring
2 4% ◯ other (list) _____

College personnel assist students personally with:

47 92% ◯ admission/registration information
39 77% ◯ financial aid assistance
30 59% ◯ placement testing/assessment
29 57% ◯ career guidance
4 8% ◯ leadership training
4 8% ◯ mentoring
2 4% ◯ other (list) _____

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5. How are high school students with disabilities informed of postsecondary opportunities? (Bubble all that apply)

48 94% ◯ bulletins, brochures, and/or Disabilities handbooks are distributed at area high schools
43 84% ◯ college personnel schedule appointments with students at the high school
45 88% ◯ students are invited to the college campus for planned activities
36 71% ◯ College-sponsorsed Workshop Series presenting Disabilities Issues are available to the students and community
35 69% ◯ college personnel participate in local Transition Projects
34 67% ◯ ADA Workshops hosted by the college are presented
46 90% ◯ referral by rehabilitation agency referrals (TRC, TCB, etc)
15 29% ◯ other (list) _____

6. What type of programs are available at the community college to assist at-risk (i.e., non-college bound) students?

44 86% ◯ GED program
44 86% ◯ Career guidance
44 86% ◯ Career Assessment (i.e , abilities, interests, values)
23 45% ◯ Non-credit Career Exploration courses
36 71% ◯ Career/job placement services
44 86% ◯ Financial Aid assistance (i.e., scholarships, grants, loans, work study,etc)
37 73% ◯ Disabilities services
37 73% ◯ Community Education/non-college credit courses
39 77% ◯ Tutoring
6 12% ◯ Other (list) _____

7. How are high school at-risk (i.e., non-college bound) students informed of community college educational programs or opportunities? (Bubble all that apply.)

43 84% ◯ high school counselor advises students of opportunities
45 88% ◯ high school counselor refers students to the community college
38 75% ◯ brochures available at the high schools
16 31% ◯ telephone contact through high school/college cooperative effort
3 6% ◯ uncertain
12 24% ◯ other (list) _____

8. What types of postsecondary education opportunities are available for students while in high school?

33 65% ◯ Advanced Placement (AP) courses
38 75% ◯ articulation agreements for specific classes in vocational programs
44 86% ◯ Tech Prep programs
46 90% ◯ early admission programs for qualified students (students take courses at both the high school and the college)
42 82% ◯ dual credit classes (students earn both high school and college credits in the same class)
20 39% ◯ Community service programs for fun (ex. gymnastics, dance, etc.)
28 55% ◯ Non-credit community education classes (ex. Career Exploration, College Study Skills, Reading/Writing Readiness)
4 8% ◯ other (list) _____

9. The community college is interested in increasing the enrollment of

43 84% ◯ at-risk non-college bound students
43 84% ◯ students with disabilities
49 96% ◯ students interested in vocational and technical training/programs
7 14% ◯ other (list) _____

49 96% ◯ non-traditional students
47 92% ◯ transfer students
49 96% ◯ ethnic minority students
49 96% ◯ business and industry (cooperative efforts

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10. Is your community college interested in assisting high school students *at the high school campus* in their transition to college?

( ) Strongly Agree 32 68% ( ) Agree 13 28% ( ) Uncertain 3 6% ( ) Disagree ( ) Strongly Disagree

11. Could your community college benefit by having a partnership with area independent school districts aimed at assisting students in their transition to post-secondary education?

( ) Strongly Agree 32 65% ( ) Agree 17 35% ( ) Uncertain ( ) Disagree ( ) Strongly Disagree

12. Is your community college involved in providing information about postsecondary education opportunities at the *middle school level*?

( ) Yes 39 77% ( ) No 12 24%

If yes, please explain _____

13. The community college is involved in a partnership program aimed at assisting students in their transition to post-secondary education.

( ) Yes 21 45% ( ) No 13 28% ( ) Uncertain 10 21%

( ) We have a similar program (explain) _____ 3 6%

14. Are you interested in information about partnerships with area independent school districts?

( ) Yes 43 86% ( ) No 3 6% ( ) Uncertain 4 8%

15. Please provide information about new emerging programs at your community college aimed at assisting high school students in their transition to college: _____

_____

Contact person and phone number: _____

(Optional)

Funded under the Carl D. Perkins Vocational and Applied Technology Education Act
Shared Counselor Partnership #55140007

NORTH HARRIS COLLEGE
SHARED COUNSELOR PARTNERSHIP
STATE LEADERSHIP PROJECT QUESTIONNAIRE

(Other Responses)

1. How are high school students informed of community college programs?
   other (list)
   - Tours on TAAS days
   - HS counselor workshops at college; counselors volunteer in HS career center
   - Counselor visits to high school; organized college/career day program, on campus
   - On site career workshops
   - Early admissions and concurrent enrollment programs
   - Liaison counselors
   - All the above
   - PT high school counselor employment programs
   - Campus visits, college night program at EPCC

2. College recruitment at the area high schools takes place through the following
   other (list)
   - Lunch time visits to area high schools (table set up)
   - Area fair
   - Sponsoring Job Fair of career Day at college
   - Direct mail-outs to juniors and seniors
   - Student conferences (leadership) test taking, etc. by college staff

3. At what frequency do college student services representatives recruit at the high schools?
   other (list)
   - Don't know
   - Usually through requests from counselors/teachers
   - Twice per semester
   - Two to three times per year
   - Two to four times per semester
   - Monthly
   - Several times per semester
   - Or by invitation
   - Varies with each school
   - Twice a year
   - Two to three times per semester
   - Upon demand - varies depending on time of year
   - Two to three times per year
   - Twice a month
   - Twice weekly
   - As needed

4. Community college counselors or other student services personnel assist students at the high school campus with the following college information.

other (list)

College personnel assist by providing information:	College personnel assist student personally with:
• Instructional program information	• Instructional program information
• Registration	• Course enrollment

5. How are high school students with disabilities informed of post-secondary opportunities?

other (list)

- Same procedures as for other students
- High school counselors refer students with disabilities for individual conferences
- Director of special populations talks with groups of students at high school - by invitation
- We're notified by counselors and local agencies of students needing special assistance
- Radio

6. What type of programs are available at the community college to assist at-risk (i.e., non-college bound) students?

other (list)

- Child care program off-campus, weekend classes upward bound program, etc.
- Career exploration workshops/study skills, etc. workshops
- Adult learning center
- Readers, notebooks
- Upward bound
- Upward bound, Black and Hispanic access groups/ activities
- Early warning system, orientation, partnerships returning adults center, services for LEP students

7. How are high school at-risk (i.e., non-college bound) students informed of community college educational programs or opportunities?

other (list)

- High school visits by college counselors
- We work very closely with a teen-parent program and the alternative high school
- Tacurt search (TRIO)
- Mailings
- At risk program start in 5th grade. Provides scholarships and mentoring
- Alternative school/community college cooperative effort
- Continuing education promotions
- Mail out information ; presentations
- Developmental education program for student not ready for college, upward bound program
- students came from high school to do Discover program
- Presentations by college recruiter
- Same as all others; see 1,2,4 above
- Special college night program

8. What types of post-secondary education opportunities are available for students while in high school?
other (list)

- Upward bound program
- Workshops on various topics
- Young women's conference, university jump-start

9. The community college is interested in increasing the enrollment of
other (list)

- Non-traditional majors
- Any student/non-student groups
- Tech prep early admissions
- ESOL students-off campus students in outlying county area
- Returning adult learning

12. Is your community college involved in providing information about post-secondary education opportunities at the middle school level?
Yes

- At risk students invited to college, counselors speak to middle school groups
- Adopt a school project
- Presentation on their campus
- Adopt a school programming
- In cooperation with school to transition program
- Host campus groups from middle schools on campus
- Staff provide many types of programs, workshops, etc.
- We do this. Briefings at middle schools, Texas scholars, tours of our campus
- Junior high career day
- Programs and tours
- Counselors visits career class, recruiter attends middle school project
- Monitoring, guest speakers, career day
- At risk program in junior high
- Working with community group to do career conference for junior high (parents in action for youth)
- It is never too early to inform studies
- Career information explanation programs
- Through tech prep information/visits by community college counselors to middle school/campus tours for 8th graders
- Career fairs
- Personal presentation of career decision-making
- Counselors routinely visit PTO's and PTA's and middle school seminars
- Counselors visits-program
- We are inviting kindergarten students to campus
- Tours/presentations for all 8th graders in college district
- Infrequently
- Information meeting with 8th grade counselors and monthly newsletter
- Tutoring, special program
- Tours-joint efforts-mentoring programDo career programs, etc. for middle schools

- College night targeted to middle school aged students
- Career day; non-traditional career for young women, adopt a school mentoring
- We have targeted special schools

13. The community college is involved in a partnership program aimed at assisting students in their transition to post-secondary education.
Explain
    - Program initiated this year involves 8th graders making a visit to campus via city transit. (DART busses)
    - We have counselors round-table
    - College day/night
    - No - no shared counselors, etc.
    - No - nothing formalized
    - Project SLORE w/ High School and CCCC
    - College bound
    - Phone call to all recent graduates.

15. Please provide information about new emerging programs at your community college aimed at assisting high school students in their transition to college.
    - Special services - grow your own program in conjunction with Ft. Worth ISD
    - School to work/dual credit./tech prep
    - Tech prep initiatives, Carl Perkins funded liaison, counselor liaison assigned to high schools
    - We work closely with the local ISD's teen-parent program while students are in high school and after enrollment with us
    - Please contact Stephanie Ingram @ McKinney High School. She is a CCCC staff member working on a grant this year at high school. The program is fantastic!
    - Vital link and adopt a school
    - College connections; tech prep
    - Liaison personnel identified to work with service area schools
    - Articulation meeting with school personnel each semester.
    - PASS - positive alternatives of success - GED high school equivalency diploma CIS (communities in schools) counseling/tutoring/enrichment activities for students grad K--12
    - Dual credit programs
    - HCOP program (health careers opportunities program)
    - Tech prep - nursing
    - Career fair - college day concurrent enrollment program -- early admission
    - Tech prep
    - Tech prep, 2 & 2, college day, early admissions

GOAL 2. IDENTIFY AND DESCRIBE BEST PRACTICES INCLUDING INFORMATION AND PROCESSES FOR STUDENT CAREER DECISION-MAKING.

Key decision-makers and regulatory agencies across the state were consulted to determine the best practices for assisting students in career decision-making. Findings resulted from interviews with Texas Education Agency decision makers and partnership administrators from Aldine ISD and Spring ISD Career and Technology Divisions, review of materials provided by Texas SOICC (State Occupational Information Coordinating Committee), and information provided in a Tech Prep sponsored seminar, Improved Career Decision-making.

An abundance of resources are available to assist Texas educators in developing and implementing programs to assist students in career decision-making. Service providers assisting students in career decision-making may request materials through Texas Education Agency and the State Board of Education and the National Career Development Guidelines. The following is a summary of the best practices for assisting students in career decision-making.

- A Texas program developed from the National Career Development Guidelines is available through Texas Education Agency, 1701 N. Congress Avenue, Austin, TX 78701-1494.

- Collaborative efforts to implement Tech-Prep programs abound statewide. For more information, contact Gulf Coast Tech Prep Consortium, 250 North Sam Houston Parkway East, Houston, TX 77060, (713) 591-9310.

- The School-to-Work Opportunities Act of 1993 provides grants to states and localities to form a national system of state-organized, locally implemented school-to-work programs. A comprehensive **School-To-Work ToolKit** is available for purchase. For information write Jobs for the Future, 1815 Massachusetts Avenue, Cambridge, MA 02140, (617) 661-3411. **The Texas Toolbox** is available through the Internet address: toolbox@www.nhmccd.cc.tx.us Center for Business and Economic Development, North Harris Montgomery Community College District, 250 North Sam Houston Parkway East, Houston, TX 77060.

- Career planning portfolios that emphasize **career paths** are being introduced to middle school students to begin thinking about career planning before high school. Students explore **career pathways** that emphasize priority occupations and education requirements (Texas Education Agency).

- Career Investigation classes, once considered an option in middle school, are highly recommended for all students at the eighth grade level in many school districts across the state.

- Articulation agreements with community colleges and four-year universities are becoming more common place as high schools and colleges work together.

- High schools are developing **Career Centers** with state of the art career planning software to assist students in career planning. The next wave of services to high school students is to provide career placement through the assistance of transition coordinators at the secondary and post-secondary level to connect students to the workforce.

- Collaborative initiatives with secondary schools and community colleges are developing programs designed to better prepare students for the course of study in their four-year plans and appropriate post-secondary programs (see CASE).

CASE: Spring Independent School District and North Harris College are working together to develop and implement a district-wide program aimed at assisting eighth grade students in choosing **career majors** as a vehicle for preparing students for the four-year planning process. Together, educators, parents, and students are developing a plan whereby students establish a clear career focus early in the high school experience and "declare a major" course of study which has a strong academic base designed to guide them toward a broadly conceived **career path**. The goal is not to limit students' options, but to assist students and their parents in learning more about themselves and establishing some direction early enough in their high experience to enable them to pursue the appropriate course work to prepare for college and work. For more information contact Carolyn Ramsey, Director of Career and Technology, Spring ISD, Spring, TX.

The National Career Development Guidelines

The National Career Development Guidelines represent a major nationwide effort to foster career development at all levels. They are a competency-based approach to career development that helps states, schools, colleges and universities, and human service agencies to plan quality career guidance and counseling programs. The Guidelines represent professional consensus in three main areas:

- Student/Adult Competencies and Indicators - Recommended student or adult outcomes are organized around self-knowledge, educational and occupational exploration, and career planning.
- Organizational Capabilities - The structure and support needed for quality programs include administrative commitments, facilities, materials, and equipment.
- Personnel Requirements - Counselors and other staff must have the knowledge and skills to deliver a quality program.

Primary Purpose

To provide guidelines for use by states, local educational institutions, and private organizations to:

- Strengthen career development programs at all levels.
- Enhance student/client achievement.
- Adopt state and local career development guidelines.
- Review and revise career development programs.
- Continue to improve career development through ongoing, structured evaluation.

Benefits of Career Guidance and Counseling Programs

Research affirms many benefits of career guidance and counseling programs for youth and adults. Using the National Guidelines to improve programs will yield the following benefits:

- Better prepare people for the changing workplace by increasing their understanding of the relationship between education and employment and improving their career decision-making skills.
- Increase accountability through regular assessment of student or adult achievement and evaluation of program components.
- Promote program coordination and articulation by defining a sequence of delivery and reinforcing learning from previous levels.
- Reduce individual risks by increasing school and program retention rates, promoting higher self-esteem, and improving social adjustment.
- Support educational excellence by increasing motivation and improving academic achievement.
- Enhance family involvement by helping parents understand how they can assist their children with career planning.

Quality Career Guidance and Counseling Programs

High-quality, comprehensive career guidance and counseling programs:

- Are identifiable but integrated with other program areas.
- Enhance career development knowledge, skills, and abilities.
- Are coordinated with other institutional programs and articulated with programs at other levels.
- Use coordinated activities such as counseling, assessment, career information, instruction, placement, consultation, and referral.
- Have a defined structure including qualified leadership, diversified staffing, resources, and effective management.
- Are accountable with evaluation that addresses both student/adult outcomes and program processes.

Endorsements

The National Career Development Guidelines initiative is funded by NOICC and endorsed by:

- American Association for Counseling and Development (AACD)
- American School Counselor Association (ASCA)
- American Vocational Association (AVA) Guidance Division
- Association of Computer-Based Systems for Career Information (ACSCI)
- Council of Chief State School Officers (CCSSO)
- National Association of State Career Development/Guidance Supervisors (NASCD/GS)
- National Association of State Occupational Information Coordinating Committees (NASOICC)
- National Career Development Association (NCDA)

National Occupational Information Coordinating Committee
2100 M Street, NW, Suite 156
Washington, DC 20037
Phone: (202) 653-7680

NOICC

Why should your school use the *Get A Life* portfolio?

- Educational systems are charged with preparing students for success in life and employment
- Career development is a systematic process
- Students need to take responsibility for and ownership of career decisions
- Schools need to document the acquisition of work-based learning skills
- Students are provided with a tangible means of seeing their progress and career direction
- Students can see the relationship of education to career plans
- Portfolios provide a viable alternative to standardized testing
- Many states now require personal career plans

****

Designed through a cooperative agreement between the National Occupational Information Coordinating Committee (NOICC) and the American School Counselor Association (ASCA), the *Get A Life* portfolio targets nationally validated competencies that empower students to make a successful school-to-work transition. Reviewed by a team of national experts in career development, and pilot tested in five states, the *Get A Life* portfolio and manual are "user-friendly" and relevant to national education goals.

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A PERSONAL PLANNING PORTFOLIO for CAREER DEVELOPMENT

- The *Get A Life* Personal Planning Portfolio links the National Career Development Guidelines with the Comprehensive Developmental School Counseling program model. The portfolio provides a means for students to reflect on important areas of life development and the value of education to one's future life style and career choices.

- The *Get A Life* Portfolio provides articulation in career/life planning from the upper elementary level through high school.

- Portfolios have received renewed emphasis as part of the current focus on school transformation. As a means of authentic assessment, the *Get A Life* portfolio allows students to record personally meaningful messages and information to assist them in making important life decisions.

- Schools using the *Get A Life* portfolio will discover they are already doing some wonderful things to assist youth in their career development; however, the portfolio provides the means to document the way the school is accountable to this important process.

- A flexible format makes the *Get A Life* portfolio adaptable to almost any school system. Local planning & development allows the portfolio to be tailored to local needs.

GET A...

Life

Four Sections to the Portfolio:

- Self Knowledge
- Life Roles
- Educational Development
- Career Exploration & Planning

Plus a 4-Page Career Planner

Additional Materials:

- **Facilitator's Manual**—eight chapters of practical information and inservice activities for training local staff & community helpers.

- **Facilitator's Guide**—a five-page brochure to assist teachers and advisors in using the portfolio for maximum gain.

- **Informational Video**—an introductory video that can be used to introduce the program to school staff, parents, and community groups.

- **Computer Version**—compatible with IBM computers, the system provides for storage, retrieval and editing of information on 3 ½ or 5 ¼ discs.

- **Macintosh Programming Guide**—allows schools to customize the *Get A Life* Portfolio by creating word processing files using Macintosh computers.

Get A Life portfolio provides benefits...

To Students

- Written documentation of student's career development
- Personalizes the planning process
- Integrates various components of career development
- Demonstrates relationship of school to future work competencies
- Promotes personal accountability

To The School

- Aligns school with national models of excellence
- Provides a process of documentation and accountability
- Validates school's efforts to address students' needs
- Establishes consistent approach for all students
- Provides opportunities for integrated curriculum

To The Community

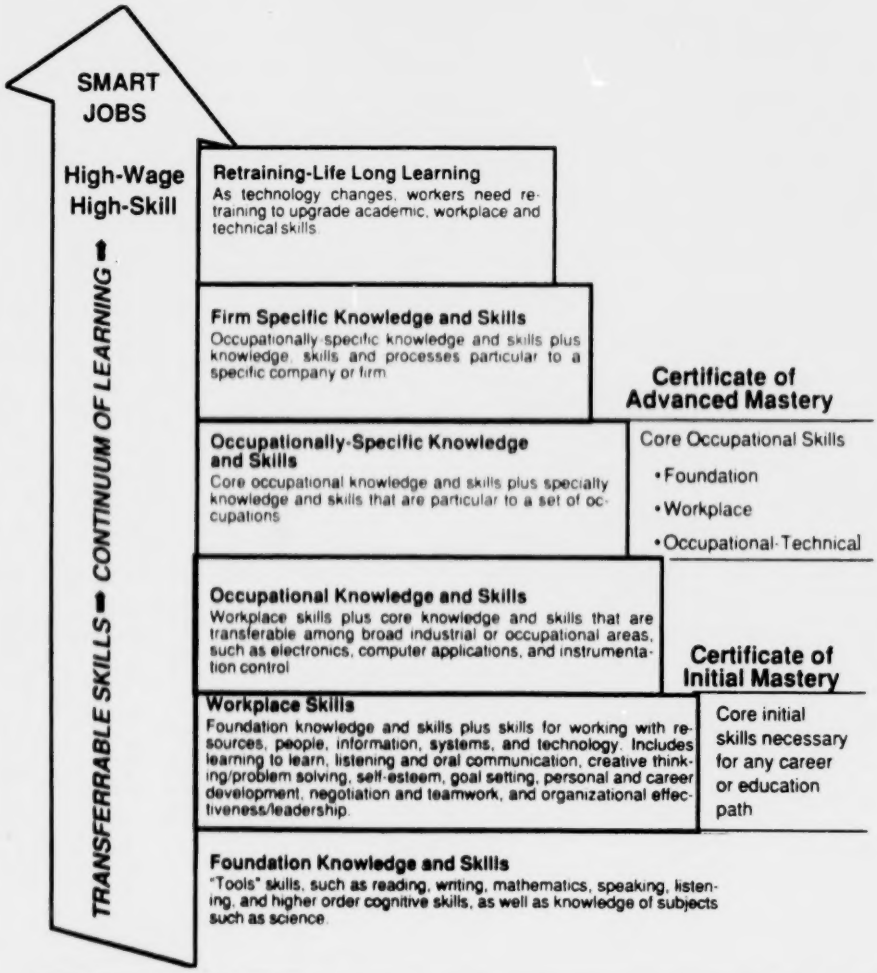
- Helps prepare students for the workforce
- Addresses need for more positive attitudes
- Involves parents
- Involves community members
- Provides opportunity to bring tangible evidence of students' career skills to the job search

Designing Career Pathways

5

As you begin preparing students for success in the 21st century, you must consider two essential factors: the students and the career opportunities available to them. Effective career development is a process and not an event. Career development does not begin at the point when students decide to enter into the workforce, nor does it begin when students make their high school course selections. Career development must take a systematic, as well as sequential approach.

Career Path Skills Leading to Smart Jobs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Core occupational knowledge and skills plus specialty knowledge and skills that are particular to a set of occupations.
Core Occupational Skills
•Foundation
•Workplace
•Occupational-Technical
Occupational Knowledge and Skills
Workplace skills plus core knowledge and skills that are transferable among broad industrial or occupational areas, such as electronics, computer applications, and instrumentation control.
Certificate of Initial Mastery
Workplace Skills
Foundation knowledge and skills plus skills for working with resources, people, information, systems, and technology. Includes learning to learn, listening and oral communication, creative thinking/problem solving, self-esteem, goal setting, personal and career development, negotiation and teamwork, and organizational effectiveness/leadership.
Core initial skills necessary for any career or education path
Foundation Knowledge and Skills
"Tools" skills, such as reading, writing, mathematics, speaking, listening, and higher order cognitive skills, as well as knowledge of subjects such as science.

Skill advancement must be recognized as a continuum of learning throughout life. Core skills should be transferable across occupational areas. While this chart delineates the various types of necessary skills, it is important to acknowledge that core skills should be taught in an integrated fashion and core skill levels must advance as the student or worker progresses on his/her education career path.

Source: Texas Education Agency

How to Checklist

- ☐ Secure current labor market information—local, regional, state, and national resources.
- ☐ Review labor market information to determine local, regional, statewide, and national trends. What are the current trends, as well as the projected growth areas? In other words, what will be the career opportunities available to students who are currently in our system?
- ☐ Cluster common career opportunities to determine career majors. For example, if the current and projected trends indicate openings for radiologists, registered nurses, and home health aides, one career major could be health careers.
- ☐ Determine career pathways within each career major. Career pathways are determined by first determining the competencies needed for success in a chosen career field. Incumbent workers in the field, as well as secondary and postsecondary instructors, work collaboratively to determine the knowledge and skills necessary to be successful in a chosen career.
- ☐ Once competencies are determined, courses are sequenced so that prerequisite knowledge and skills are taught before more advanced knowledge and skills.
- ☐ Determine what activities must occur at each grade level (beginning at kindergarten) to ensure all students have received enough information about themselves and the world of work to tentatively select a career major and obtain the knowledge and skills necessary to be successful.

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$$$$ for Career Guidance Activities

If you are interested in initiating career guidance activities, but feel you are unable to do so because of budget constraints, please keep in mind there are funds available. Your local school district most likely has Carl D. Perkins Vocational and Applied Technology federal funds allocated that can be used to purchase career guidance materials. In addition, your tech prep consortium has funds that may be used to purchase career guidance materials. For your convenience, we have included the names, addresses, and telephone numbers of each tech prep director in the state.

Jump on the CI Carousel

Back by popular demand, the CI teachers' carousel will be held on Wednesday afternoon, July 20, during summer conference. Your colleagues need you! Carousel sessions are typically 15-20 minutes and are repeated 3-4 times. The format is very informal. Teaching tips, activities, and sharing resources you have found to be useful are among the most popular topics. Linda Cegiel has once again graciously agreed to coordinate this event. Please contact Linda by May 27 if you would be willing to be a presenter. Linda can be reached from 8 a.m. to 4 p.m. at (817) 232-0880 or after 5 at (817) 236-1730.

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Phone (915) 774-0077
Fax (915) 779-8366

PLANNING AND DESIGN ISSUES

- Provides an overview of fundamental planning and design issues to be considered by visionary thinkers interested in developing the partnership concept
- Includes steps for developing a strategic plan to leveraging local support to writing funding proposals
- These planning tools are vital in gaining support for the partnership.

STRATEGIC PLANNING

Seven Steps to Creating a Future unlike the Past

ACTION PLANNING - POLICY DEVELOPMENT - STRATEGIC PLANNING

This strategic planning guide can be used to assess where you are in the planning process and to determine your next steps. The **Determining Program Goals: An Action Plan** serves as a planning format to clarify in specific and concrete terms the next steps that you can take to build a shared counselor program in your district.

STEP 1: DEVELOPING A COMMON VISION

Why do we need a common vision?

- To clarify hopes and expectations of diverse stakeholders and participants;
- To propel people, as individuals and in organizations into the future;
- To build ownership of and a commitment to a better future.

What is vision?

- It is a shared picture of a preferred future.
- It is creating the future by taking action in the present.

Visions are captivating, compelling, clear and identifiable images of something better. Vision language is spirited and motivating. The process of reaching a common vision can explore and challenge deeply held beliefs. It can engage many people in shaping their own future. It can inspire creative thinking. It can mobilize people to act. And it can transcend the present and keep focus on desired outcomes.

To build a common vision, consider these questions:

What does success look like? What needs to be different in your future?

- Students?
- Teachers?
- Parents?
- Employers?
- Post-secondary institutions?
- Workplaces?
- The education system?
- The economy?
- Government?
- Your community?

You need to understand the impact on these stakeholders and participants if you are to be able to describe, understand, communicate, and replicate your vision.

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STEP 2: UNDERSTANDING THE CONTEXT/SCANNING ENVIRONMENT

To reach your vision it helps to know how to get there from here. And to do that, you need to know where the here is. In other words, what are the significant trends and factors that influence your students, teachers, employers, your program, its region, the state and nation, etc.?

Also, what trends and factors influence the values, knowledge, traditions, cultures, demographics, economic conditions, technology, politics, policy, and work and learning opportunities that affect your program and the system of which it is a part?

Then, who are the stakeholders? What do they gain and lose with your vision? What makes them want to participate? What incentives will be effective? What adverse consequences will they experience?

Finally, as you consider the trends and factors that are part of the context in which you work, stop a moment to ask whether or not the different stakeholders see the trends the way you do. What consequences might the variances have? What significantly different outcomes would your environmental scan show if a few key trends changed course?

STEP 3: ASSESSING ENABLING AND INHIBITING FORCES

Next is a systematic analysis of what challenges (inhibiting forces), and what opportunities (enabling forces) lie ahead? What is going well in your school, workplaces, and community? Why? And how do you know?

For whom are things going well? What factors contribute to this success? Who has a stake in continuing this success? How do the different stakeholders contribute to the success?

What are the issues that actually motivate people toward change? How can these be used positively? How do these add up to enabling forces that will encourage or speed up the development of your vision and the programs and systems which it would create?

Conversely, what is not going well in your schools, workplaces, and community? Why? How do you know? And from whom? What factors are contributing to these problems? Who wants to maintain these conditions? Who loses if these problems are fixed? How do these add up to inhibiting forces that will slow or stop the development of your vision and the programs and systems which it would create?

STEP 4: DETERMINING OUTCOMES -- STRATEGIES -- ACTIVITIES

Outcomes are:

- Changes that should occur as a result of your actions.
- Tangible, measurable, manifestations of vision.
- Criteria to specify changes that will occur.
- Long-term, but not indefinite.
- Guide decisions on specific results, for whom, by when.

Then build priorities into your outcomes:

- What outcomes are most important?
- According to whom?
- Which outcomes are most feasible to achieve?
- Which outcomes affect more people?
- Work toward incremental successes? Or one major win?

Strategies are like a road map, they outline the desirable route among several possible routes. To build solid strategies:

- Know what is already in place.
- Know how well current efforts are working.
- Research effective strategies.
- Consider existing programs and how they relate to your strategy.
- Determine new roles and relationships which influence strategy.
- Set strategies in a timeline for action.

For each strategy break it down into specific, concrete activities. For each activity include not only what will be done, but by when and by whom. As is often said, the details are what make the difference. This level of planning helps eliminate time spent correcting the mistakes of poorly conceived action.

STEP 5: GAINING SUPPORT (Also see Leveraging Local Support)

The steps laid out in strategic planning are presented in a linear fashion; keep in mind that gaining support is one of those activities that must be a constant function if you are to succeed. Real change begins with change processes that are inclusive from the beginning, and which continue on through each step. To gain support in your vision, your outcomes, and your means of implementation:

Identify the interested parties.

- Get their ideas.
- Determine what they consider success to be.
- Develop a profile of supporters, competitors, and opponents.
- Learn how they think and talk about the concepts of your vision.
- Listen to how they understand change, and what you propose.

With this understanding, promote your vision by:

- Starting at the **top and the bottom**, to include all essential partners.
- Start early.
- Determining when and how to involve others.
- Being genuine about involving others.
- Making the message clear and compelling.
- Delivering the message often.
- Delivering the message again.
- Sharing credit.
- Keeping the initiative visible over time.

STEP 6: IMPLEMENTING

Implementation is the stage to which too many of us leap directly, missing the systematic planning that the prior steps allow. The earlier steps, done well, should result in a clear picture of what is to be done, in the name of what vision, for what purposes, etc. In this stage:

- Clarify what, when, who, and how.
- Target priorities.
- Provide guidance, training, and support to co-implementors.
- Continue the Gaining Support activities.
- Stick with it.

Know that this is a long-term effort in most cases. Implementation activities need to continue as your vision and its manifestations are adopted, adapted, and accepted by stakeholders and participants. Implementation usually needs a champion.

STEP 7: MONITORING AND CORRECTING

Obviously, planning cannot foresee all needs in advance, nor all of the adverse consequences or benefits of your vision. Monitoring and correcting is the work of changing mid-stream what you are doing to adapt to current realities. One of the most effective ways to check progress is to focus on results: keep the anticipated outcomes in full view and check progress toward them. Use performance standards, benchmarks, or indicators to assess current progress and to determine areas in which you need to correct or stay on the course.

As implementation begins and continues, the monitoring and correcting stage can easily seem to get in the way of more immediate concerns. Know this ahead of time and specifically identify how you will monitor and correct your work, even during the difficult times. Set aside--ahead of time--the resources to do so.*

---

* Based heavily on materials printed by Barbara Dyer as part of the Investing in People Project conducted by Jobs For the Future and the National Conference of State Legislatures.

DETERMINING PROGRAM GOALS: AN ACTION PLAN

Action Plan – Plan Implementation **Title:** _____

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Service, Event, Product	Project Manager Project Team	Time Line End Date Check Points	Required Resources Source of Resources Approx. Day Counts	Outcome Results Evidence
Pertinent Objective / Strategy:				
Director _____ **Workplan Required?** _____ **Strategy Team OK Required?** _____ **Green Light?** _____				

Notes:

Developing A Plan Of Operation

Phase: _____
(Pre-planning, program development, etc.)

Focus: _____
(Governance, curriculum development, etc.)

Clearly define the project's goals and discribe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Disseminate GED information	*a) disperse information regarding program, class dates, testing dates, cost, etc.* *b) register students at high school site*	*Shared Counselor*	• *Community education catalogs* • *Printed GED testing dates* • *Community education staff*	*Continuous*

example

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ASSESSING CHANCES FOR SUCCESS

Option under consideration:

_____

_____

_____

INTERNAL FACTORS	HIGH	MEDIUM	LOW	N/A
People: number,skills				
Time: adequate				
Organizational support: climate, relationships				
Facilities: equipment, space				
Money				
Materials				
Commitment				
External Influences: **Community** **Competition** **Legislation**				

D. Fleming, School Strategies & Options, Lunenberg, MA

LEVERAGING LOCAL RESOURCES

-For use in Gaining Support for the program-

The support of local resources insures the program's success. Starting points for dialogue about the value of the program follow. Local resources are essential in gaining support, implementing and monitoring the program. Invite them to be a part of the Advisory Committee.

SECONDARY SCHOOLS

Area superintendents, principals, curriculum administrators:

Administrators are resources for:

- assessing climate of board of trustees for financial support
- assessing need based on variables such as retention
- promoting the program in their district and assigned schools

Talking points:

- Administrators are interested in retention. The program is designed to target students early who may not complete high school or matriculate to post-secondary programs. By providing an in-house college advisor trained in all aspects of student services, students and parents are better prepared to make to decisions about continuing education which benefits both the secondary and post-secondary institution.
- Administrators are interested in additional professionals to assist students. The partnership provides additional counselors who split their time with both institutions, thereby, providing another source for working with students.

High school guidance counselors and teachers:

Guidance counselors and teachers are resources for:

- designing programs geared toward students' needs and interests;
- identifying students who may be at-risk;
- developing programs and activities that encourage post-secondary education;
- referring students to participate in programs;
- involving parents in the students' progress;
- counseling students about career options and the importance of post-secondary education
- evaluating student progress.

How to involve guidance counselors and teachers:

- in the Advisory Committee
- in the planning process
- in the referral of students

Talking points:

- The program is designed to assist students in their transition to post-secondary programs.
- Teachers and counselors are interested in helping students identify the most appropriate post-secondary institution based on their needs.
- Teachers and counselors assist in making referrals to the shared counselor. The shared counselor, trained as a college advisor, becomes a consultant to the faculty and counseling department.
- Teachers and counselors remove students' roadblocks.

POST-SECONDARY INSTITUTIONS

Post-secondary partners are resources for:

- promoting the program
- providing funding for projects
- helping design the program's objectives
- signing an articulation agreement with participating secondary school partners
- developing programs that enable high school students to begin earning college credit through programs such as concurrent enrollment and or dual credit.

How to involve post-secondary partners:

- on an advisory board;
- in curriculum development;
- in developing procedures that best meet the needs of students in their transition to post-secondary programs.

Talking points:

- The program offers post-secondary partners a chance to participate early in high school students' college planning process.
- Students' awareness of the programs and benefits offered by the community college will increase enrollment.
- Greater numbers of students will matriculate to vocational technical programs.

COMMUNITY

Access points:

- Local Chamber of Commerce, businesses, churches, Youth Centers, and agencies.

How to involve community representatives:

- membership on advisory committee;
- committee members for various activities and programs;
- leadership role on recruitment efforts;
- hosting information events in the community;
- distributing literature at points where students and parents might see it;
- make program design recommendations on how to make maximum supports available to students.

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Talking points:

- Community leaders and business owners are interested in reducing drop-out rates.
- Community leaders and business owners provide scholarship endowments that enable students to continue their pursuit of higher education.
- Both the community and business owners are interested in hiring well trained candidates.
- The program provides a link with community and business owners to keep partners abreast of current trends in job availability and training/skill levels needed.

PARENTS

Access points:
Parent Teacher Organizations, school board members, community leaders as parents.

Parents are resources for their:

- insight into designing programs based on students' needs;
- link with other parents;
- supportive role to students.

How to involve parents:

- members of advisory board;
- as mentors for students.

Talking points:

- The Shared Counselor Program can reduce the drop-out rate. Shared Counselors connect students with community college programs and alternatives to quitting school such as GED programs.
- The Shared Counselor, in the role of student advocate, removes barriers and provides students with other alternatives.

STUDENTS

Access points:
Student Government, counselors, teachers, parents, community youth programs, and other extra-curricular clubs.

Students are resources for their ability to:

- design programs for students' interest and needs;
- recruit;
- act as peer advisors to younger students;
- evaluate the program.

How to involve students:

- members of advisory committee;
- hold focus / discussion groups;
- work as peer advisors;
- create positions of responsibility for students in the program.

Talking points:

- Expand opportunities for college by participating in the various activities;
- Familiarity with the community college campus lessens anxiety and mystery about post-secondary education;

Barriers such as financial concerns are thoroughly explained to students and expert financial aid assistance is provided.[1]

[1] Adapted from materials developed by Jobs for the Future (JFF) for its initial work with the Pennsylvania Youth Apprenticeship Program

Amarillo College

Established 1929

March 29, 1994

NHC
APR 1 5 1994
VPSOD

Dr. Sandy Shugart, President
North Harris College
2700 W. W. Thorne
Houston, TX 77073

Dear Dr. Shugart:

I enthusiastically encourage North Harris College to submit a Perkins Discretionary Grant Proposal entitled, "Shared Counselor Partnership."

The project description summary is a clear plan to enable enhanced partnerships between North Harris College and local ISD's. More importantly, this project should meet the needs of the many high school students who marginally benefit from parental guidance regarding post secondary education and for students who lack self-confidence in their ability to do college work.

I'm convinced community colleges can work miracles for this vast number of "middle," "average" students who otherwise may never uncover their potential for "becoming."

The past 10 years Amarillo College has conducted a partnership with local ISD's to contact recent graduates. We share employees (counselors) and focus on the same objectives. Consequently, this project has encouraged many graduates who are "late decision makers" to enroll in post secondary education. The ISD's, the local colleges, the parents, and especially the students are the beneficiaries. The evaluations and acceptance of this program have been very positive.

AC's program focuses on graduates only while the North Harris College proposal is a continuing process for students. If your proposal is funded, I would like to duplicate it at AC. I support your effort 100%, and if I can be of any service, please let me know.

Sincerely,

Larry K. Patterson
Dean of Student Services

50

P.O. Box 447 • Amarillo, Texas 79178-0001 • Phone 806/371-5000 • FAX 806/371-5370
Writer's Direct Dial

COLLIN COUNTY COMMUNITY COLLEGE

Spring Creek Campus
2800 E. Spring Creek Pkwy
Plano, Texas 75074
(214) 881-5790

April 4, 1994

Dr. Sandy Shugart
North Harris College
2700 W.W. Thorne
Houston, TX 77073

Dear Dr. Shugart:

I would like to express my support for the Shared Counselor Partnership proposed by your college. I feel that this project would be of great benefit to students enrolled in higher education technical programs by providing a needed "link" between high school and college staffs.

I see a strong link to the Tech Prep programs in our area. Tech Prep is designed to attract the "middle" or "average" students who don't seen to be as aware of their career options. Providing a vehicle for increasing communication would allow the high school counselors to stay current on career opportunities and related college degree programs. Such a "partnership" could be the key to making Tech Prep truly successful.

Good luck in your endeavor to obtain the Perkins Discretionary Grant for this project. Please feel free to contact me if you desire further discussion.

Sincerely,

Toni P. Allen
Dean of Enrollment Management

TPA:pr

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COLLIN COUNTY COMMUNITY COLLEGE

Spring Creek Campus
2800 E. Spring Creek Pkwy.
Plano, Texas 75074
(214) 881-5790

April 7, 1994

Dr. Darla Miller
Vice President for Student and
Organizational Development
2700 W.W. Thorne
Houston, Texas 77073

Dear Dr. Miller:

Thank you for sending the information on the State Leadership Model Project entitled "Shared Counselor Partnership".

Your proposed program sounds right on target for the type of programming we need to be doing for our high school students. Any time that high school students are able to interface with counselors, whether they are at the high school or college level is beneficial.

The "one stop" service delivery for our students is the most effective way to deliver services. Your program appears to be sensitive to this type of need of our students.

Good luck with this endeavor. Please let us know at Collin County Community College if we can assist in any way. We fully support your proposed "Shared Counselor Partnership" proposal.

Sincerely,

Mary S. McRae

Mary S. McRae
Dean of Students

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Humble I.S.D.

611 Higgins • P.O. Box 2000
Humble, Texas 77347 • (713) 540-5918 • FAX: (713) 446-4601

Peggy Martin
Director of Student Support Services

April 8, 1994

Vice President for Student and Organizational Development
North Harris College
2700 W.W Thorne
Houston, Texas 77073

Dear Ms. Miller:

I am pleased to offer the interest and support of my employer, Humble Independent School District, for the shared counselor partnership project. There is a vital need for bridging of services between high school and college campuses; the partnership offers an excellent opportunity to accomplish this task.

Through my participation as a member of the advisory committee, I will be able to share the experience I gained in a former job description: At-Risk Campus Coordinator at Kingwood High School. Many of the at-risk students were able to develop educational and career goals by discovering technical training programs at North Harris and Kingwood Colleges. A systematic method for delivering such information to all high school students is needed. As T.E.A. is providing students with more graduation options and the work force in the United States is demanding more skilled high school and college graduates, the counselors are continually searching for effective ways to provide career information to all students. Again, the shared counselor position would be a key component.

Thank you for the invitation to serve on the advisory committee. I am looking forward to representing my profession and my school district in the development and support of the partnership.

Yours truly,

Peggy Martin

Peggy Martin

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ALDINE INDEPENDENT SCHOOL DISTRICT
RESOURCE CENTER
14909 Aldine Westfield Road • Houston, Texas 77032-3099 • (713) 449-1011

April 7, 1994

Dr. Darla Miller
Vice President for Student
and Organizational Dev.
North Harris College
2700 W. W. Thorne Dr.
Houston, TX 77073

Dear Dr. Miller:

The Shared Counselor Partnership has helped bridge the gap between our high school students and your college program. Many of our students thought attending college was only a dream. Through our partnership, doors have been opened and the college mystic has disappeared. North Harris College is now a "real person" that our students can reach out and touch on a daily basis.

The Aldine District is very interested in expanding and enhancing this partnership through the Perkins Discretionary Grant. We stand available to assist in what ever way we possibly can in order to assist our students to access a higher education.

Sincerely,

Vernon Lewis

Vernon Lewis
Executive Director of
Secondary Schools

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NIMITZ HIGH SCHOOL

2005 W. W. THORNE DRIVE · HOUSTON, TEXAS 77073

Principal
John Amshoff

March 29, 1994

Dr. Sanford C. Shugart
2700 W. W. Thorne Dr.
Houston, Texas 77073

Dear Dr. Shugart,

Thank you for the opportunity to be a part of the Shared Counselor program between North Harris College and Aldine ISD. Working with Nimitz students and assisting them in their transition from high school to college has been a truly rewarding experience.

Many AISD students are eager to pursue college and a successful career but have limited resources. Having a counselor on their campus has helped them in career decision making, admissions, registration, and financial aide. By offering these services on the high school campus through one person, much of the student's frustration and anxiety about the college transition is alleviated. The Shared Counselor is a "familiar face" on campus, therefore less threatening to the student than dealing with several offices on the college campus.

Members of the community also receive services on the high school campuses. Information on Community Education as well as college credit courses is readily available. The Shared Counselor is one more resource to communicate North Harris College programs to the public.

Again, my thanks for the opportunity to assist these students and the community. I see unlimited possibilites for this program in the future.

Sincerely,

Judy Smelley

Judy Smelley
Shared Counselor

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April 5, 1994

North Harris College
2700 W.W. Thorne Drive
Houston, Texas 77073-3499

Dear North Harris College:

I am presently a junior at Aldine High School. In the process of getting started with my college career, Mrs. McCharen has helped to ease the transition. When I applied for Exceptional Admissions I had not taken the SAT or ACT. When most people would have left it at that, Mrs. McCharen realized that I had taken several honors and A.P. classes, and that there was no reason for me to not be admitted. After some more digging she discovered my PSAT equivalent was high enough to meet the standards. This summer I am anticipating taking more dual credit classes. Without her help, I would not have been aware of all the opportunities offered to high school students who are eager to excel. Having her here has been a great asset, and I would strongly recommend for every school to have someone like her.

Sincerely,

Heidi Sewell

Heidi Sewell

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April 5. 1994

North Harris College
2700 W. W. Thorne Drive
Houston. TX 77073 - 3499

Dear North Harris:

I think the shared counselor s position is an asset to our school district and to our community. The shared counselor from Aldine High School really helped my son. Paul Jason Smith was struggling with his courses that he needed to select for the fall. Mrs. McCharen. one of the shared counselors. met my son at North Harris and helped him with his course selection. This was a great help to him.

Paul. like so many other Freshmen. felt like a number. The counselors at North Harris were busy. and doing their best. but Paul felt rushed. He was intimidated by the long lines and the many different lines he had to go through just to get registered.

As a parent I appreciated the shared counselor's position. I did not know she would help my son because he was a former Aldine High School student. That did not make any difference to her. She gave him the encouragement that he needed to start his first semester. He no longer felt like he was lost in the crowd. He was not ready to jump in and I did not know how to advise him on his courses. The shared counselor made a difference in his adjustment to community college life. She was a big help to me and to my son.

My son wants to transfer to Stephen F. Austin and Mrs. McCharen sent me the requirements that Jason needed. I really appreciate her help and I think the position is very worthwhile.

Sincerely.

Marlene Smith

Marlene Smith

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BUILDING THE ADVISORY COMMITTEE

The Shared Counselor Partnership Advisory Committee is comprised of state and local community college educators, public school administrators and educators, Texas Education Agency members, shared counselors, local business owners, parents, and high school and college students.

A list of interested candidates developed during the planning stages of the project. The project director contacted each prospective member with a personal invitation. Members participated throughout the year in various capacities and served as consultants to the project.

ROLES AND RESPONSIBILITIES

The Advisory Committee is called upon to assist the program in all aspects of decision making as deemed necessary by the Project Director.

- Attend Advisory Committee Meetings
- Serve as a consultant to the Project Director
- Review drafts of survey of community and technical colleges across the state
- Approve drafts of survey and cover letter
- Attend project related functions and presentations
- Review and evaluate current pilot project, the needs of diverse student groups, appropriate methods to measure program effectiveness, and experience of all partners.
- Make initial and comprehensive recommendations on strategies to improve the delivery of student services through the shared counselor partnership.

ADVISORY MEETING MINUTES

Advisory Meeting Minutes record what significant project issues were discussed in the Advisory Committee meeting. Prepared minutes of each meeting include, as a minimum, the following:

- The purpose and intent of the meeting.
- Meeting location.
- A summary of the discussions, decisions, highlighting agreements reached.
- A list of attendees by name, institution/organization represented, and phone numbers.
- Copies of action item sheets for each action to be implemented as a result of the meeting. The chairperson formats the action item sheets (see form Determining Program Goals: An Action Plan).

Humble I.S.D.

611 Higgins • P.O. Box 2000
Humble, Texas 77347 • (713) 540-5918 • FAX: (713) 446-4601

Peggy Martin
Director of Student Support Services

September 9, 1994

Ms. Vicki Stanfield
Shared Counselor Project Director
North Harris College
2700 W.W.Thorne Drive
Houston, Texas 77073

Dear Ms. Stanfield:

In response to your September 2, 1994, letter, I will be happy to participate as a member of the Shared Counselor advisory committee. Thank you for the invitation.

Yours truly,

Peggy Martin

Peggy Martin

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ALDINE INDEPENDENT SCHOOL DISTRICT

ADMINISTRATIVE ANNEX
1617 Lauder Road • Houston, Texas 77039-3096 • (713) 442-5081

September 8, 1994

Vicki Stanfield, MED, LPC
Shared Counselor Project Director
2700 W. W. Thorne Drive
Houston, Texas 77073

Dear Ms. Stanfield:

Congratulations on being selected as the Director of the Shared Counselor Project. The counseling service is a great way to aid students in bridging the gap from secondary to post secondary education. I am interested in participating as a member of the advisory committee.

I look forward to meeting with you.

Sincerely,

Franklin Higgins

Franklin Higgins
Director of Career and Technology Education

NORTH HARRIS [redacted] COLLEGE

A NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE

May 22, 1995

«FirstName» «LastName»
«JobTitle»
«Company»
«Address1»
«City» «State» «PostalCode»

Dear «FirstName»:

As the Carl Perkins grant period rapidly comes to an end, it is appropriate that we meet together for an official advisory committee meeting. Thanks to each of you for providing feedback and your expertise throughout the year as I worked toward further developing and refining the Shared Counselor Program. We have had a productive and successful year.

Your attendance at the upcoming meeting is important. Please mark your calendar now and contact my office with **regrets only** by June 1. Lunch will be provided. A special guest, Dr. Kay Hale, Staff Advisor, Texas Higher Education Coordinating Board Community and Technical Colleges Division, will be joining us.

Shared Counselor Program
Advisory Committee Meeting
Tuesday, June 13, 1995
North Harris College
Private Dining Room
8:45 - 11:00 A.M.

Sincerely,

Vicki Stanfield
Director Shared Counselor Program

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2700 W.W. Thorne Drive Houston, Texas 77073 (713) 443-5579 FAX (713) 443-5402

North Harris College
Shared Counselor Program

Advisory Committee Meeting
June 13, 1995

AGENDA

WELCOME Vicki Stanfield
GUEST Dr. Kay Hale

94-95 OUTCOMES

- Questionnaire - Frequency / Career Guidance
- Students Served 1994 - 1995
- Enrollment 1993 and 1994

HIGHLIGHT ACTIVITIES

- Conferences
  Access and Equity- Austin, TX
  Great Plains Honors Council Regional Conference- Stillwater, OK
  NACADA Regional Conference- Austin, TX

- Shared Counselor Presentation
  Vocational -Technical initiatives
  Michelle's students

- Outreach Initiatives
  Student performance
  Ambassadors

95-96 PROGRAMS

- Mentor Program 94 grads host Reception - 95 grads

CHALLENGES

Splitting time 50/50
Satisfying two employers

QUESTIONS AND COMMENTS

LUNCH

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NORTH HARRIS COLLEGE

SHARED COUNSELOR PROJECT
ADVISORY COMMITTEE
MINUTES
JUNE 13, 1995

Present: Vicki Stanfield, Vernon Lewis, Marge Ellison, Darla Miller, Rhonda Johnson, Shirley Benn, Kay Hale, Suzanne Acevedo, Eileen Booher, Rhonda Cannon, Floretta F. Collins, Franklin Higgins, Judy Smelley, Georgia Carmichael

Vicki Stanfield, Director of Shared Counselors, welcomed Kay Hale, Staff Advisor with Texas Higher Education Coordinating Board, who is overseeing the administration of the Carl D. Perkins Discretionary grant.

Dr. Hale gave background on the selection process for discretionary grants during the 1994 period when the grant was awarded.

Vicki Stanfield oriented members to the materials and agenda for the meeting. Topics included:

94-95 Outcomes: Two questions from the questionnaire sent to Texas community colleges were discussed concerning the frequency in which college student services personnel assist high school students at their campuses.

According to the data, the frequency of visits to the high school campus influences the types and depth of services provided. As visits increase, services, such as career guidance, increase.

Vicki Stanfield stated a conclusion drawn from the data, "The overall outcome of the project -- to improve access for high school students into careers and higher education -- is dependent upon ongoing contact with high school students."

Other topics

Students Assisted at the High School 1994 - 1995: A spreadsheet representing the number of students assisted by the shared counselors at participating high schools was presented. The spreadsheet provided the number of students served through various types of conferences and meetings during the 94-95 school year.

Questions and Comments: Dr. Hale asked if we knew the number of students served who fall in the average academic range that we were targeting in the grant. Mrs. Stanfield responded that the number of students enrolling in developmental classes would indicate that these students are represented, but the specific number was not available. In response to Dr. Hale's question, Ms. Benn, MacArthur Shared Counselor, added that the

community college is presented in a positive manner that attracts students at all academic levels. She said that many of the top students are choosing NHC for a variety of reasons.

Kay Hale, Coordinating Board, suggested following a group of cohorts to determine the number who graduate. Eileen Booher, Director of Gulf Coast Tech Prep Consortium, interjected that since Aldine ISD is represented in statistics collected by Texas SOIIC it might be one vehicle for tracking and follow-up. Dr. Miller, Vice President Student Organization and Development, responded that tracking hard data is an issue to be addressed in the next phase of the project.

Recent Graduates Enrollment: Enrollment figures in 1993 and 1994 were discussed and projections were made based on number of students who filled out North Harris College registration materials prior to graduation from high school.

During late April and May, 1995, Shared Counselors and college student workers assisted high school students in the admission/registration process. Shared Counselor Monthly Reports indicated an increased number of students interested in registering at NHC. Two examples were cited: approximately 400 applications from Spring ISD high schools were submitted the Registrar's office and at Aldine High School - 95 students registered to take summer classes at the Parkway Center.

Question: Dr. Hale asked what has been done in the area of professional development. Vicki Stanfield described Division Updates at North Harris College designed to provide the latest information about changes in AAS Degree/Certificate programs and trends in the workplace. Other opportunities included attending Tech Prep sponsored programs and state and regional professional conferences.

Franklin Higgins, Director of Career and Technology Education, described Aldine ISD's initiative "teacher shadowing" which gives teachers the opportunity to shadow people in industry to remain connected with the "real world" of work. He suggested that the counselors could benefit from this experience as well.

Dr. Hale said to look for TEXAS CARES, a vocational software, available that was financed by grant funds.

Shared Counselor Presentation: Clips from the Shared Counselor Presentation were shown: (1) Shirley Benn's discussion of GED programs and the multi-cultural initiative "Counselors on Wheels" (2) Michelle's interview with students who benefited from the program, and (3) Jim Winder's description of the objectives and goals for the Spring ISD multi-cultural outreach event, "North Harris College: A World Beyond."

95-96 Programs:
Dr. Darla Miller reported that North Harris College and its partners are committed to the Shared Counselor Program. She announced that NHC elected to fund the Director's position to maintain the program's continuity and further development. Vicki Stanfield

will continue to serve as coordinator of the Shared Counselor's activities and liaison for the college.

Questions and Comments: Suzanne Acevedo raised a good question, "Where do we go from here?" As Resource Development Director for the District, Suzanne suggested continued collaboration to develop grant proposals that support further efforts and possible links that need to be made. Suzanne pointed out that grants are based on needs and that the advisory committee is the best source of what is needed. She urged the committee to consider writing additional grant proposals. One suggestion might be to develop a proposal using the teacher shadowing initiative as a model to bridge the gap between the educational institute and the real world of work.

Eileen Booher reminded the group that block grants will be tied to school-to-work transitions. Kay Hale suggested that four colleges apply together.

Kay Hale, Coordinating Board advisor, stated that the advisory committee is a valuable resource for the program and, if possible, should remain intact.

Vicki Stanfield asked for the Board's continued support and assistance.

Following the meeting, lunch was served. Bennie Lambert, North Harris College Registrar, and several of his staff members joined the committee for lunch.

FUNDING PROPOSAL

The following excerpt from *Grantwriting: Proposal Guidelines* provides a checklist for any group undergoing fundraising activity. It is general by intent; sections and content need to be adapted to suit individual needs. As you work through this checklist, remember that a typical and serious mistake is to write a grant proposal that reflects **what you need to say** and not **what the funder needs to know** to understand your project.

CHECK ALIGNMENT WITH POTENTIAL FUNDERS:

- Do your needs fit this funder's typical pattern of giving? What types of support does this funder provide?
- Does this funder make grants in your geographic area and for projects of similar topic?
- Does this funder seem to prefer collaborative projects or does it prefer to be the sole source of funding? Does it fund fully or partially?
- Are most of the grants made by this funder single or multi-year awards?
- What is the deadline for applications? How often may you apply?
- What is the expected application procedure?
- Do you recognize any of the staff or officers listed by the funder? Is it appropriate to contact them? How and when?

STEP INTO THE FUNDER'S SHOES:

Funders ask themselves these questions about your grant proposal:

- Does this proposal meet our basic criteria?
- Does it fit our current priorities?
- Does it address a critical or appropriate need?
- Is the proposal an appropriate response to the need?
- Is the applicant committed to this project?
- Is the applicant capable of carrying out this project?
- What are the expected outcomes?
- Can this project be evaluated? How?
- Can it be replicated if successful? Where?
- Have we funded this organization before? If so, what were the results? Do we have the evaluation forms we requested?
- What is the total budget and the cost to us? Leverage?
- Will this applicant be responsible with our funds?
- Is this something that we are uniquely able to fund? How else could we use our funds? If we fund this proposal what proposals will we have to reject?

BASIC GRANT PROPOSAL COMPONENTS:

The basic elements listed below are just that: generic, typical, useful. Realize that your proposal must reflect the funder to which it is addressed and your unique opportunities and constraints. Most successful proposals contain, at a minimum, at least the essence of the following (but not necessarily in this order or this arrangement).

I. INITIAL INQUIRIES - LETTERS OF INTENT

"Is this worth pursuing?"

- Very brief!
- Purpose of organization
- Particular problem you seek to address
- The method by which you will do so
- The total cost
- Your anticipated outcomes
- Tax status.

II. COVER LETTER

"Greetings: This proposal is worth your time."

- Use organization letterhead, signed by chief executive
- State general idea of proposal and target population
- Be specific about your monetary request or any other type of support you are requesting
- Provide the project's contact person and phone number
- One page, clear and concise.

III. TABLE OF CONTENTS

"Where to find what."

- Serves to indicate that you are well organized.
- Allows reviewers to find the information they need.

IV. SUMMARY

"Briefly, this is a request to ..."

- May be as short as one paragraph; not more than one page
- Specify the project's total budget and the amount you are requesting from this funder
- Summarize: Why this project; what you seek to do; how you will do it; when you will begin and end; and your anticipated results
- Include the name, phone, and address of the contact person for this project
- Write the summary well; it makes a lasting impression.

V. INFORMATION ABOUT YOUR ORGANIZATION

"Is your organization credible?"

- Provide a historical perspective
- Describe your organization's mission and the population your serve
- Mention previous accomplishments and sources of support
- Note particularly credible staff or advisors
- Include press releases, etc. if appropriate and necessary

VI. STATEMENT OF NEED

"What are the needs that the project will address?"

- A need (or problem) statement is designed to explain why something needs to be done.
- Essentially, you are identifying a gap between "What is" and "What ought to be".
- Identify the target populations to which your project is addressed and justify your selection
- Document the need with factual information, if available
- Use this to demonstrate your knowledge of the problem
- Be wary of defining your need too expansively or too narrowly.

VII. METHODS

"Describe the methods and activities you will use to accomplish your objectives."

- This question addresses your overall approach and plan of action. The Need statement, provided the answer to "Why." Objectives addressed the "What," now detail the "**How**"
- Provide a clear statement detailing the specific steps you will take to reach your objectives
- Indicate why you have chosen this method: why do you think it will succeed for you in your organization? Provide documentation, if available, to show that this method is justified: has it worked elsewhere?
- Include details about agreements which support this project and its implementation
- Include, if appropriate, a clear description of your ongoing planning and development process: how will your methods adjust to unforeseen contingencies?

VIII. TIMELINE

"Prepare a schedule of activities."

- Detail when you plan to implement the steps described in your Methods
- Include everything that you are planning to do: if you leave out details, reviewers are apt to assume that they are not part of your plan
- A realistic time schedule will indicate that the project has been carefully planned and that the activities can be accomplished during the designated time period.

IX. STAFF

"If the project is funded, who will carry it out? What are their qualifications?"

- Specifically, who will be the key project staff and what are their qualifications
- Detail any cooperative relationships, affiliated agreements, or contracts with consultants
- Describe how the project will be administered
- It may be useful to indicate who was involved with proposal writing and project conception
- Be wary of lengthy staff resumes when a few sentences about each person would more clearly indicate how each will contribute to this project.

X. EVALUATION AND DISSEMINATION

"Describe the methods that will be used to evaluate the progress of the project and to communicate what you have learned with others."

- Determine if the funder expects a formal evaluation or just the collection of documentation
- Funders are usually pleased to see evaluation costs included in the total budget

- Large projects may need an independent evaluator
- Outline the methods which you deem appropriate to disseminate the outcomes of your evaluation or documentation to appropriate audiences; indicate why success at your site would be applicable to other sites
- Be wary of failing to fulfill your funder's expectations for evaluation or documentation--you may lose the chance to apply again.

XI. TOTAL PROGRAM BUDGET

"Provide a detailed budget for your project."

- A realistic budget is a critical part of your application and demonstrates the capability to administer the funds you request and align financial resources with your plans
- Provide the **total** program budget and then break out the funding requested of this funding agency; include all others sources of funding pertinent to this project
- Unless the funder suggests an alternative method, list expenses by category, i.e., salaries, fringe benefits, consultant fees, rent, utilities, supplies, travel, meeting expenses, publicity costs, insurance, publishing, subscriptions, etc.
- Describe any in-kind goods or services provided by your organization
- Do not expect to change line items after receipt of the grant
- Detail your plans for future funding, if appropriate. How will purchased equipment be maintained? How will future salaries be met? Has some organization expressed a willingness to fund this project if it is proved successful?

XII. STATEMENT OF SUPPORT

"Indicate the type and breadth of your support."

- Involvement in the project design
- Support of the project
- Intended manner of management if funded
- Perception of how the project fits within or builds upon the organization's goals and priorities.

XIII. APPENDIX

*Be wary of including material which is not **absolutely critical** to the comprehension of your proposal. Excess material detracts from the more salient elements.*

- IRS letter of tax exempt status
- Listing of Board of Directors or Advisors
- Resumes of key project staff
- Letters of endorsement
- Relevant news clippings
- Addresses of consultants, agency collaborators
- Documentation for cited research
- Reports Results of prior year projects funded by this source.*

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* Excerpted from *Grantwriting: Proposal Guidelines*, by W. Douglas Zimmerman, copyright 1990.

PROGRAM DEVELOPMENT AND DESIGN ISSUES

- Provides an overview of fundamental planning and design issues and program functions that need to be fulfilled to insure the program's success (adapted from **School-To-Work Toolkit**, JFF, 1815 Massachusetts Avenue, Cambridge, MA 02140)

- Partnerships can begin from different starting points; this section supports this kind of flexibility.

- Program planners should work toward the deep, mutually-reinforcing structural changes that shared counselor partnerships require.

IDENTIFYING PROGRAM GOALS

Program planners must identify and articulate program goals that define the scope and priorities of the shared counselor program and provide criteria for weighing different program designs. Two types of goal setting include factors to considered in planning: (1) assessing and identifying need for the program and (2) focusing on outcomes for the students. Two forms useful during program design phases are provided (see Determining Program Goals: An Action Plan and Developing a Plan of Operation).

1. **Collectively determine program goals.** Program partners come to the table with different interests. In order to establish a clear, collective understanding of what the program hopes to achieve, and of what that will require of the various partners, ask the following questions:

    - **What is the justification for such a program?** Research to determine need for the program can be attained through various resources such as demographics, retention and recidivism data, and documentation of evidence of need through local, state, and national resources.

    - **What benefits will students gain from such a program?** Motivation to stay in high school and go on to post-secondary education or training? Exposure to a range of careers? Doors opened to possibilities that were thought out of reach?

    - **What benefits will partners gain from such a program?** How can these expectations be reconciled? For example, the counseling departments at both the secondary and post-secondary level may want to gain another staff member to assist in serving students. Clarifying such needs and finding mutually satisfactory ways of meeting them is the challenge of the partnership.

    - **What can each partner contribute?** A program's goals are limited by what the various partners are willing to contribute.

One of the challenges for program designers is to ensure that the diversity of opinions does not result in goals that are either too vague or too contradictory to generate a shared sense of mission and a clear purpose for the program. As programs evolve, their goals may also change. Program designers should be open to the need to assess and reformulate goals over time.

2. **Focus on desired outcomes for students.** When setting outcome goals, focus on identifying and describing best practices for student career decision-making, maximizing the effectiveness of delivery of services, and implementing strategies to inform high school students and their parents about career and college opportunities.

IDENTIFYING POTENTIAL PARTNERS

Success in creating a shared counselor partnership is determined by interested key individuals and institutions. The following questions may be helpful in assessing local interest in the program. Responses to these questions should be documented; they can help build the rationale for the program and serve as the basis of an effective marketing plan.

- **How receptive are students and parents in a program designed to assist them in their transition to post-secondary education?** Are a range of students interested in such a program? Are parents likely to be interested? Is the program seen as a way of meeting the needs of those students who may not matriculate to post-secondary programs or as a way of better informing all students? This partly depends on how the program is designed and marketed.

- **What is the level of demand for better-informed students?** General trends from local and state resources can increase potential partners' awareness of the need for better informed students. (Leveraging Local Resources also addresses this question.)

- **Which institutions are most willing to host a shared counselor program?** Promising indicators include: prior involvement in similar initiatives; tradition of leadership in community affairs; awareness of the need to better inform students; and commitment to meeting the needs of students.

- **What factors are likely to spark interest among high school and post-secondary institutions and their staff?** Issues to consider are high-school dropout rates, college matriculation rates, college completion rates, and entry-level job opportunities. More general considerations include whether school personnel feel that the majority of their students are aware of opportunities and if they are motivated to be further involved.

BUILDING THE PARTNERSHIP

With a strong partnership working to maximize resources and to develop linkages, students can benefit from gaining access to post-secondary programs and ultimately become a better prepared work force. Consider the following as you begin:

- **Formative stage of the partnership** -- In the beginning, the partnership may be a small group of visionary leaders. Over time, these visionaries will need to identify and recruit individuals who can represent the various participating community institutions in goal-setting and program design and implementation.

- **Function of the partnership** -- The partnership is responsible for: bringing diverse groups to the table in a collaborative environment; forging a new vision for linking high schools with community colleges; creating linkages that can constantly inform and improve the relationship between institutions; coordinating the program; and institutionalizing the program so that it can outlast its visionary founders.

- **Credibility** -- The partnership needs to build support among an ever increasing group of stakeholders, especially among educators, intermediate administrative levels, faculty, parents and students.

- **Action versus inclusion** -- A program may suffer setbacks because key partners were left out of program design. Even if innovation is to begin in one sector prior to beginning in another, try to make sure it is part of a group plan.

Shared Counselor Program Planning/Budget Development

for _____ to _____ (budget period)

Category	Sub-Totals Per Category
Personnel	
Contractual Services	
Student Salaries/Stipends/Insurance	
Travel	
Staff Development	
Office Support	
Equipment	
Program Development	
Other	
	Grand Total

PROGRAM OPERATIONAL FORMAT

- Provides the "nuts-and-bolts" of the operational format of the North Harris College Shared Counselor Partnership from identifying program goals through the evaluation process.

- The strategic plan of operation is outlined in this section and includes components and month-to-month activities for reaching the program's goals.

- This section can serve as a resource to implement activities whether a program is in place or not.

PROGRAM GOALS

Based on the North Harris College Pilot Project, guidance from the advisory committee, and research data, the Shared Counselor Partnership was refined to maximize the effectiveness of delivery of services for all students with special emphasis on the needs of culturally diverse and special populations groups.

The goals are a result of the synthesis of information from the pilot project experience and research regarding the optimum combination of services, practices, and procedures. Objectives and activities are found in the following sections: Components and Developing a Plan of Operation.

GOAL 1. PROVIDE AN EFFECTIVE COMMUNICATION NETWORK BETWEEN THE SHARED COUNSELORS AND PRIMARY EDUCATION/STUDENT SERVICES PROVIDERS TO MAXIMIZE EFFECTIVENESS OF DELIVERY OF SERVICES.

See Component - Communication Network

GOAL 2. DEVELOP BEST PRACTICES AND STRATEGIES FOR FACILITATING STUDENT CAREER DECISION-MAKING AND POST-SECONDARY EDUCATIONAL NEEDS.

See Component - Outreach and Recruitment

GOAL 3. IMPLEMENT STAFF DEVELOPMENT STRATEGIES THAT STRENGTHEN AND EXPAND LINKAGES WITH PRIMARY PARTNERS AND OTHERS INTERESTED IN THE SHARED COUNSELORS PROGRAM.

See Component - Professional Inservice

GOAL 4. PROVIDE AND FACILITATE BOTH FORMATIVE AND SUMMATIVE EVALUATION PROCESSES FOR DIAGNOSTIC AND MODIFICATION PURPOSES.

See Component - Evaluation

PROGRAM STRUCTURE

Once the partnership has outlined it goals, the next step is to design a structure for linking secondary schools and the community college. When developing a framework, designers may use existing programs as a starting point and/or develop their own model by collaboratively determining the partners' needs. Program design discussions are recommended to develop a program that serves both the structure of the secondary school component and the post-secondary component. The following is a list of basic design questions to help program planners as they begin to design their program.

Formulate questions that affect both the structure of the secondary school component and the post-secondary component --- Who, what, where, when, how questions directed at the program's outcomes for students and partners. Who will benefit? How will the various parties benefit from the partnership? What services are needed to meet the program's objectives? What is the time frame? Where will services be provided? Who will provide the services and training? etc. Responses to the questioning process laid the groundwork for the structure of the program and the description of roles and responsibilities for implementing the Shared Counselor Program. Further questioning produced the grant proposal.

- North Harris College's program developed out of the partners' needs. The needs were twofold: assist high school students in their transition to post-secondary programs and add additional counseling staff to improve the student/counselor ratio at the high school and the college during peak times.

- The Independent School District is the primary employer.

- North Harris College pays the primary employer, the Independent School District, $20,000.00 toward the shared counselor's salary (see Contract Agreement).

- Fifty percent (50%) of the shared counselor's time is spent performing school functions as a member of the high school counseling department.

- The other fifty percent (50%) of the shared counselor's time is spent performing North Harris College tasks at the high school as defined in the Roles and Responsibilities agreement of the partnership contract. Shared Counselors spend approximately one day a week at North Harris College. Refer to Roles and Responsibilities for more details.

- Two models are identified as the Traditional High School Counselor Model and the Career Center Model.

- Ongoing collaboration with partners and evaluation of the program serve to further refine the models.

TRADITIONAL HIGH SCHOOL COUNSELOR MODEL

The role of the high school counselor is adapted to include the role of the Shared Counselor. The full-time high school counselor's time is split evenly between recruitment and transition of senior students to North Harris College and general counseling duties.

Strengths of the model include:

- ease in adding the new dimension to the duties of the high school counselor.
- easy access to the student population.
- ease in adapting activities performed by the shared counselor.
- student and parent familiarity with the role of the high school counselor.

Challenges of the model include:

- constantly "switching gears" from meeting the needs of the shared counselor's assigned student population to working with all students interested in information about North Harris College's post-secondary programs.

- The duties entailed in two half-time positions can become as demanding as two full-time positions.

CAREER CENTER MODEL

In the Career Center Model, the shared counselor functions as the Career Center Director and Financial Aid expert at the district's two high schools. Equal time is spent at each high school campus fulfilling the functions as the Shared Counselor and Career Center Director. One day is spent at North Harris College.

Strengths of the model include:

- more flexibility. The needs of both partners are met simultaneously. For example, students meet with the Shared Counselor to discuss all aspects of career development and planning.
- training overlaps in many areas since Career Center activities entail decision-making about post-secondary programs.
- less stress. In the Career Center Model, the shared counselor does not feel the pressure of "shifting gears" experienced in the traditional high school counselor model.

Challenges of the model include:

- additional expense to the district if a Career Center is not in place.
- administrators may have to be sold the model.

COMPONENT - Communication Network

GOAL 1: PROVIDE AN EFFECTIVE COMMUNICATION NETWORK BETWEEN THE SHARED COUNSELORS AND PRIMARY EDUCATION STUDENT SERVICES PROVIDERS TO MAXIMIZE EFFECTIVENESS OF DELIVERY OF SERVICES.

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
Identify critical points of coordination including high school, community, and college programs and services.	Select advisory committee (Refer to Planning and Design Issues section)	Advisory committee is active in the process. Advisory committee reviews and evaluates the program, and makes recommendations on strategies to improve delivery of student services through the shared counselor program.	Communication is ongoing. The advisory committee was asked to remain a vital part of the ongoing evaluation of the program.
	Meet with NHC Vice President of Student and Organizational Development (VPSOD) and high school administrators working directly with shared counselors to renew commitment to project goals at beginning of new school term in September.	High school administrators are reacquainted with partnership agreements. Provides opportunities to understand each others needs and duties of shared counselors at the high school.	Meetings provided opportunities to connect names and faces creating a better working relationship at each school.
	Monthly planning meetings with shared counselors to evaluate program's effectiveness and experience to date.	Ongoing communication between shared counselors and coordinator serves to keep shared counselors informed of activities at each high school location, further program development takes place. Potential barriers are identified.	Collaborative meetings produce further program development.

COMPONENT - Communication Network

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
	Monthly "Dutch Treat" lunch meetings for updating shared counselors about community college activities.	Shared counselors are informed of current activities and changes in programs at the college. College staff have direct involvement with shared counselor program.	
		Invited guests from partner high schools are informed of program's monthly activities and become directly involved in collaborative efforts.	Monthly contact provides greater linkage with ISD's administrators working with the shared counselors.
	Communicate with student services departments and curriculum divisions through email and various departmental meetings.	Program director keeps college departments abreast of shared counselor program activities.	Awareness of program has increased throughout college campus.
		Shared counselors connect college program coordinators with high school program directors.	Communication between technical programs has improved. Articulation agreements have been refined.
Implement activities to expand and strengthen linkages between shared counselors and NHC departments and high school departments.	Invite high school lead counselors to attend monthly "Dutch Treat" lunches.	High school counselors remain connected to the program and are added resources.	High school staff attended various meetings and programs at the college during 94-95.
		High school partners provide feedback and suggestions that add to success and lessen barriers to implementation.	Staff reported that meetings were useful and informative.

COMPONENT - Communication Network

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
		Staff have opportunity to interface with college staff.	
		College departments take an active role in the high school outreach.	Various departments and student organization sponsors attended monthly meeting.
		Pertinent materials will be disseminated for use at the high school.	Positive feedback reported the benefit of attending these meetings.
		Shared counselors remain connected with college departments.	
Review and modify communication network between shared counselors and primary education student services provides.	Meet with NHC Director of each Student Services Department to renew interest in project and understand their needs.	Communication provides a better awareness of shared counselors difficulty in meeting needs of both employers and the difficulty of leaving the high school campus to fulfill obligations at college (see Roles and Responsibilities section for details).	NHC director of counseling developed a schedule that took into consideration the demands during peak times. Shared counselors choose dates to assist at NHC from the calendar provided by NHC. 95 - 96 Joint committee selected to further refine equitable use of shared counselors' work week.
	Meetings with ISD curriculum directors and counselor director discuss initiatives such as dual credit courses.	Joint collaboration keeps administration informed of goals of partnership. Joint solutions satisfy partners.	Ongoing communication and friendly working arrangement has developed. Key administrators have contacts when issues arise.

COMPONENT - Communication Network

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
	As NHC liaison, shared counselors inform high school partners of programs at staff meetings and district meetings.	Ongoing communication keeps interest in program high.	More people in the community are familiar with the program.
Review and modify communication network between shared counselors and primary education student services provides.	Coordinator meets regularly with committee of high school administrators to provide updates and discuss potential barriers to success.	Key administrators are informed of programs and communicate progress to others in their school district.	Communication is ongoing.
	Coordinator and shared counselors present program's progress in a formal presentation to all partners to include college and high school administrators and staff, college board members and counseling staff and advisory committee members. Presentation provides an overview of program, initiatives and student testimonies (see Resources section).	Partners are updated and interest is renewed in the program.	Enthusiasm and renewed interest in the program resulted. Partners reported feeling more informed about the program.
	Present the Shared Counselor Program to community leaders, chamber of commerce, and parents.	Better awareness of opportunities being provided to the community.	95 - 96 goal

COMPONENT - Communication Network

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
	Coordinator attends NHC VPSOD staff meetings.	On going communication with Divisions of Student Services.	95 - 96 goal
	Define role of shared counselor director within NHC's SOD.	Interest is raised and departments are actively involved in shared counselor program.	95 - 96 goal
	Regular planning meetings include ongoing evaluation through critical thinking process (see Program Operational Format section).	Performance measures (activities), critical success factors, and potential barriers to implementation are identified.	94-95 Summative Evaluation is the starting place for future collaboration with partners to review potential barriers and develop solutions to insure program's success.
Review and modify communication network between shared counselors and primary education student services provides.	Shared counselors prepare monthly reports of contact with students. Report is given to director of program and primary supervisor at high school (see Evaluation - Students Assisted at the High School).	Accountability to partners is ongoing. Formative evaluation. Partners are better informed on all levels of administrative hierarchy.	Partners have data to support programs value to board members and other officials. (see Program Operational Format section).
	Establish monthly meeting with committee of high school and college administrators who work directly with the program.	Barriers can be addressed in a timely manner.	95-96 Goal

COMPONENT - Communication Network

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
	Write Tool kit	Manual provides strategic plan for other shared counselor programs. Partners have a resource illustrating the program's structure. Serves as a guide for additional shared counselor staff. Provides a resource for further development of the program.	A manual of the program has been developed and will be disseminated to Texas community colleges.
Develop a joint strategic plan to strengthen partnership.	A joint committee will review the 94 -95 summative evaluation report.	Community college and high school administrators work together to further refine the program. Collaborative effort involving all levels of administration will produce greater commitment to program.	95-96 Goal
Implement a system of informational materials to support shared counselors efforts to inform high school students and their parents about career and college opportunities, admissions/financial aid processes, and support services.	Develop, produce and distribute brochures flyers and other printed material at the high schools.	Students and parents will be informed of services and opportunities at the high school and college. Parents will receive news in monthly high school newsletters mailed to their residences.	16,000 newsletters Possibilities were distributed to high school staffs and 9 - 12 grade students at seven high schools. Shared counselors included news in the high school monthly newsletters.

COMPONENT - Communication Network

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
		More participation by students will take place	Printed handouts about programs and opportunities were distributed through out the year. 95 - 96 goal
	Design shared counselor program brochure		
	Develop, produce and distribute "Get a Life" video for broadcast in middle school Career Investigation classes	Shared Counselors provide career information to targeted populations. Promotes other collaborative efforts	Previewed video at TEA Career and Technology Conference. Educators are interested in purchasing the video for use in middle and high school career related classes and workshops. Video is available to order (see Resources Section)
	Invite high school students and shared counselors to participate in Fun Flicks, during Alcohol Awareness week. Co-sponsored by NHC division of Student Organization and Development.	Shared counselors and students will interact with college students and participate in the multi-media event. Students will receive a video of their performance. A video will be viewed at the high school supporting alcohol free activities.	Students and shared counselors enjoyed the entertainment and received a video of their performance. The Fun Flicks video was viewed on channel 1 at the high school during study period.

COMPONENT - Outreach and Recruitment

GOAL 2: DEVELOP BEST PRACTICES AND STRATEGIES FOR FACILITATING STUDENT CAREER DECISION-MAKING AND POST-SECONDARY EDUCATIONAL NEEDS.

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
Provide seamless transition to post-secondary education by facilitating student career decision-making and enhancing student access to technical education.	Note; Activities are described in detail in Program Operational Format - Developing a Plan of Operation section).		
	Presentations to be made to middle-school and high school students in classrooms and appointments with counselors.	Students and parents will increase their awareness of the benefits of higher education.	Parents and students were provided information throughout the year at various functions.
	Presentations will be made that emphasize levels of training and career opportunities.	Increased understanding of opportunities in technical fields.	Students in tech prep classes and career and technology classes were given information about programs at NHC.
	NHC Career Placement Director presents seminars to high school students that pertain to resume writing and interviewing and discusses job placement services available at the college.	Students have another contact and resource for job opportunities. Partnership ties are strengthened.	Seniors at five high schools received valuable information and found the seminars informative and helpful.
	Presentations and parent conferences to discuss college, opportunities and removing barriers are held.	Community groups and parents will receive written materials and contact with college personnel.	Various meeting in groups and appointments provided students and parents with information and lessened barriers.
	Materials will be provided that highlight career opportunities and job trends.		

COMPONENT - Outreach and Recruitment

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
Orient high school students and parents to community college and career opportunities and to financial aid, admissions and counseling services available through the shared counselors.	Conduct parent meetings and orientations at the various high school locations.	All high school students will be exposed to the advantages of higher education.	(See Students Served 94 - 95 spreadsheet.)
	Conduct college and career orientation seminars at the various high school locations.	Parents will be given more opportunities to discuss programs through the year.	Students and parents in all high school grades are introduced to opportunities at NHC.
	Participate in district-wide career fairs and college nights.	Parents will be better informed about financial aid.	Registration numbers increased according to 93 - 94 figures. (See spreadsheet in Program Operational Format - Enrollment of Recent Graduates).
			Shared Counselors coordinated NHC Financial Aid seminars presented by NHC financial aid expert at 6 high schools during the school year.
Develop activities to insure delivery of services to culturally diverse and special population groups.	Coordinate high school participation and attendance at NHC College Connection program for students with disabilities sponsored by NHC counseling department.	Students with disabilities from seven area high schools will be provided information about services at the community college.	Feedback from students indicates much satisfaction in the activity.
		NHC disabilities specialist will orient students about community college services.	Students are enrolling in post-secondary programs.

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COMPONENT - Outreach and Recruitment

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
		Students fears are lessened. Students are introduced to college students with disabilities.	High school faculty connect names and faces at college and have better understanding of college's services. The activity is planned as an annual event.
	Develop "Counselors on Wheels," a multi-cultural outreach, at area grocery stores and community centers.	Multi-cultural groups will be greeted in their neighborhood. Research supports this approach. Raise awareness of parents and students to the educational opportunities at NHC. Parents receive materials about various services for community education and college programs.	Shared counselors assisted by Aldine ISD counselors, college student assistants distributed material at 4 locations. The grocery stores have invited us to return. Community members gave favorable evaluation.
	Develop Spring ISD-NHC "A World Beyond" multi-cultural event (see Resources Section for details).	Barriers are removed as multi-cultural groups are exposed to affordable services. Collaborative effort will enhance further support for shared counselor program by involving both high school and college personnel. Parents and students will have increased awareness of educational opportunities at NHC.	More than 250 parents and students attended the fun-filled evening. Committee members want to make it an annual event.

COMPONENT - Outreach and Recruitment

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
Implement a "Peer Advisor Mentor" system to assist shared counselors in providing basic admissions advisement, financial aid and mentoring services.	Recruit and train college students (graduates of the partner high school when possible) to provide student service assistance and to act as peer advisor mentor for high school students.	Greater numbers of students will be assisted at the high schools. Students will identify with peers and have an opportunity to direct their questions and concerns to them.	NHC students were hired and trained to assist at seven high schools during April and May. High school students enjoyed working with former students.
		The peer advisor mentor becomes a role model for students. Students in the dual credit program have employment opportunities at the college.	The additional assistance provided the shared counselors eased the pressure of meeting the needs of both institutions during this peak period prior to May graduation. Peer advisor mentors enjoyed their duties.
	Further develop Mentor Program.	Improved retention will result from ongoing contact with peer mentor.	95 - 96 goal
Inform high school students of dual credit program to provide students opportunity to earn college credits and high school credit simultaneously at the high school.	Shared counselor visitation to junior and senior classes to inform student of opportunities.	Students will become aware of opportunity to earn college credit while in high school.	Approximately 100 students at 4 Aldine ISD schools participated in Dual Credit Courses.
	Administered ASSET placement test to determine student eligibility.	Students who may fear that they are not college ready will experience the rigors of a college course which will lessen anxiety about their success in college.	

COMPONENT - Outreach and Recruitment

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
		Students enrolled in dual credit classes will be eligible to become "Peer Advisors Mentors."	Several of these students worked as Peer Advisors at the high schools during April and May '95. This collaborative effort has strengthen the commitment to the partnership.

COMPONENT - Professional In-service

GOAL 3: IMPLEMENT STAFF DEVELOPMENT STRATEGIES THAT STRENGTHEN AND EXPAND LINKAGES WITH PRIMARY PARTNERS AND OTHERS INTERESTED IN THE SHARED COUNSELOR PROGRAM.

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
Implement shared staff development programs to strengthen and expand linkages between shared counselors and other college and high school counselors; instructors, admissions, financial aid, and job placement staff, community services and employers.	Shared counselors orient high school counseling staff and faculty during in-service meeting to the services available to students through the shared counselor program	Partners and colleagues have a better understanding of the services available to students, parents, and community Greater interest in the program will result	Program is supported within the high school counseling departments. More student referrals are being made.
	Full-time NHC counselors and student service staff make regular visits to high school locations to augment shared counselor services to students.	Targeted groups will be introduced to services and opportunities at NHC.	NHC presented workshops on various human development topics to various groups including at-risk students.
	At college in-service meetings inform faculty and staff of Shared Counselor Program's mission and need for ongoing communication to keep shared counselors informed of activities and changes.	Stronger commitment to the partnership occurs when all parties participate.	With each announcement and email updates, greater numbers of NHC faculty and staff are becoming familiar with the shared counselor program.
	Coordinator attends S.O.D. staff meetings to link shared counselors with monthly activities, etc. in four Student Services departments (admissions, financial aid, counseling and career placement).	Updates and activities are announced. Stronger support for program develops among S.O.D. department.	Meetings provide linkage with other student services departments. Good for sharing information and getting suggestions.

COMPONENT - Professional In-service

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
	Invite shared counselors from Montgomery College to attend "Dutch Treat" lunches and other monthly planning meetings.	Shared counselors from both colleges will share activities and aspects of their programs. The shared counselor will have additional resources for use in future program development. Meetings will establish a network of professional colleagues.	Ideas were shared at meetings. Invitations will continue.

COMPONENT - Evaluation

GOAL 4: PROVIDE AND FACILITATE BOTH FORMATIVE AND SUMMATIVE EVALUATION PROCESSES FOR DIAGNOSTIC AND MODIFICATION PURPOSES.

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
Implement formative and summative evaluation processes for evaluating the Shared Counselor program.			
a) Develop evaluation strategies for diagnostic purposes to modify the service plan as needed.	Use evaluation model (See Evaluation)	Evaluation provides information to determine program's effectiveness, critical success factors, and barriers to implementation.	Data provides support for program accountability of shared counselors work week, number of students served, and progress of activities.
b) Develop specific performance measures to accomplish program goals.	Develop program operational format describing objectives and activities, expected outcomes and progress to date (see Program Operational Format - Components and Developing a Plan of Operation section).	Ongoing evaluation of programs will result in information to the effectiveness of the activity.	Activities are evaluated for their effectiveness in meeting the particular objective(s).
c) Develop formative evaluation for collection of data to assess the number of students served.	Monthly reports submitted to the director provides data on the number of students, location of service high school and/or college, counseled, referred, group activity, type of activity, parent conference.	Detail monthly reports provide shared counselor director activities. Information is disseminated to partners. Provides accountability.	Informs partners. Data is useful in determining program's value to partners. Vice President SOD includes this information in monthly reports.

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COMPONENT - Evaluation

OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES	PROGRESS TO DATE
Develop formative evaluation for data collection to assess role of shared counselor as a high school student services representative.	Shared counselors submit monthly reports that include their activities professional training, NHC departmental in-service training, staff meeting at high schools and college.	Supervisors at both the high school and college remain informed of number of activities. Information is valuable to department administrators for future budget planning.	Information supports the program's value.
	Program director interviews shared counselors using modified critical thinking and visioning process for both planning and evaluating processes.	Key administrators use data to inform school boards and community leaders of partnership initiative.	Partners approved program for third year of operation. NHC hired program director to continue as coordinator for Shared Counselor Program.
Develop and implement summative evaluation process to measure the extent to which the project objectives are achieved at the end of the year.	Shared counselor director conducts interviews with shared counselors using the critical thinking and visioning process (see Program Operational Format - Evaluation section) Record the interviews and develop report for partners.	The interview provides opportunity for shared counselors and director to evaluate the year's activities. Provides information for refining activities to better serve students. The information will be used for planning the next year's activities. Shared counselors can express their challenges in serving two employers.	Summative evaluation process resulted in a comprehensive summary provided information for further program development. Report was disseminated to the administrators in partnership (College: President, VPSOD, director of counseling, financial aid, career placement and admissions; High school area superintendent, high school principals, curriculum association principals, district director of counseling). Information will be used as spring board for discussion at a joint meeting at beginning of 1995-96 school year.

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
New Teacher Orientation of the Shared Counselor Program	a) invite all new teachers to workshop b) explain role of shared counselor c) explain programs that NHC offers d) explain NHC part-time employment opportunities	Shared Counselor	• flyer with Shared Counselor Information • part-time employment application • NHC-pencil • refreshments coffee punch cookies	August
Senior Parent Night	a) give pertinent information regarding senior activities for the year. b) guide parents through college admissions process c) explore financial aid option	Shared Counselor	Financial aid adviser	August
North Harris College Registration	a) Enroll adults and students for credit and non-credit classes and GED classes at high school sites b) administer- placement testing c) advise students taking credit classes d) assist in registration process	Site Supervisor College admission staff Shared Counselor	computer with access to college data admission applications registration forms schedules and catalogs	August

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Develop Dual Credit Program - Concurrent and Dual Enrollment for eligible students	a) inform parents and students of NHC's Exceptional Admission Program requirements b) explain college credits and transfer policies c) evaluate students' ACT, SAT scores, or d) administer ASSET test to assess student eligibility e) disseminate paperwork to parents and students f) process paperwork collect tuition	Shared Counselor coordinates Dual Credit activities at the high school High School Director of Gifted and Talented and Exceptional Students recommends the program to faculty and students Curriculum Asst. Principal Director of Curriculum and Instruction	Invitations to parents of G.T. and honor students refreshments for parents and students coffee punch cookies College Division Heads Publicity in local community papers, school newsletters and news paper	August and February
GED program "Exit With a Plan"	a) Develop an easy transition from high school b) meet with drop-out student and parents c) explain GED program d) take student on tour of GED campus e) Appropriate testing for GED students completed f) Enroll student in GED classes	Shared Counselor	Forms to enroll in GED program	August-April
Assist students who need concurrent credit to graduate from high school. (Ex. Students who are lacking 1/2 credit in an area.)	a) evaluate students transcript b) fill out admissions forms for college c) evaluate college class so it will also transfer as high school credit	Shared Counselor NHC admissions designate	transcripts	Occurs during every registration period. Fall, Spring, Summer I and II

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Update articulation agreements	a) review existing policies b) obtain information from Voc-Tech divisional heads c) meet with Tech-Prep department heads from high school along with division heads from college d) write and update all articulation agreements	High school Director of Career and Technology Programs Vocational Technical Director from college Shared Counselor coordinates process and informs students	articulation agreements printed for all vocational teachers and students in high school	August
"Fish" Freshman Camp	a) develop packet of information for freshmen about services available at the high school through the Shared Counselor Program b) schedule during Fish Camp activities	Shared Counselor coordinates and presents information about NHC opportunities High School Senior class Counselor College Relations Dept. for recruitment perks	Include materials such as Exceptional Admissions Program, Dual Credit Program, Financial Aid and Scholarship information, Tech Prep agreements, Student Organizations and activities and recruitment perks	August
Senior Orientation	a) Provide students with essential information for completing senior year b) obtain information from Texas Colleges and Technical Schools 1. admissions 2. financial aid 3. career planning 4. advising	Senior Counselor with assistance from other grade level counselors	• College Representation • clerical assistance • printed materials • college recruitment perks	August (before school year starts)

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Financial Aid Seminar	a) Orient parents in financial aid process b) compare financial aspects of jr. college vs. 4 year institutions c) make parents aware of scholarship available	Shared Counselor coordinates activities I.S.D. Financial Aid Specialist	overhead projector screen pamphlets brochures Financial aid forms	September
Reception for High School Graduates attending North Harris College (see Resources section)	a) Invite former high school graduates attending NHC b) send letters to new Freshman c) follow up with invitation d) invite ISD and college administrators, counselors, and Division heads e) at reception have students complete survey to assess 1. assistance provided by shared counselors 2. awareness of service provided by shared counselors	Shared Counselor Director coordinates reception at college such as food, decorations, and room reservation Shared Counselor develops list of former students to be invited, sends invitations, and greets students at reception Shared Counselor Director Shared Counselors	Invitations Refreshments decorations Room location Printed materials Surveys Peer mentors greet students	September 95-96 Goal

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Develop Peer Mentoring Program that involves former high school students attending NHC	a) Use Developing a Plan of Operation format b) Set Date for Planning Meeting to develop program c) Include Peer Mentors in reception described above	Shared Counselors Program Director		95 - 96 Goal
Develop a poster informing students of college services available at the high school	Develop poster layout What's Happening? After High School??? Get a head-start at name High School • career exploration • hottest job trends • training employment opportunities College Student Services • admissions • registration • financial aid •	Director of Shared Counselor coordinates production with media dept Shared Counselor NHC Media Department	Poster Printing Easels	September
	Contact: Shared Counselor's name ISD NHC College Advisor a) Include hours and phone number			

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Introduce Freshmen to post-secondary education opportunities	a) visited 9th grade English classes b) discuss setting long term and short term goals c) compare different careers with skills and training needed d) view video - Get a Life	Shared counselor	catalogs handouts pamphlets Get a Life Video (See Resources Section)	September and ongoing
District College Night	a) invite college admission representatives b) invite all senior I.S.D. students c) disseminate NHC admission materials	Shared Counselor assists High School Counseling Dept Director of Financial Aid	• Clerical help for flyers • school newsletter - Inform parents and students of date • balloons	October
Develop student awareness of Technical Programs in grades 9 - 12	Shared Counselor a) attends Tech Prep workshops b) obtain information from Applied Technology division heads at NHC 1. overview of specific programs 2. education/ training required 3. expected salary 4. supply and demand for job related area c) Disseminate information through English 9-12 classroom visits	Director of Shared Counselor Program coordinates communication with Division of Applied Technology Shared Counselor coordinates activities at high school	Applied Technology Division Heads • Flyers and pamphlets from various programs	October

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
I.S.D. Open House	a) Set up display for NHC b) blow up helium balloons for display c) NHC ambassadors on campus to talk to high school students and parents d) give out catalogs and flyers	Shared Counselor coordinates NHC booth and activities	Helium Balloons NHC tablecloth NHC catalogs and schedules for College Credit and Community Education programs NHC pencils NHC Ambassadors	October
Develop Fun Flick activity to take place during Alcohol Awareness Week for students at college and high school (See Resources Section)	a) Inform students of event b) Advertise event with announcements in newsletter, newspapers, Channel 1 c) Coordinate transportation to college d) view video on Channel 1 at high school during designated time	Director of Shared Counselor Program Shared Counselor College Counseling Dept Other sponsors	Fun Flicks equipment provided by contractual agreement with production company to provide computer equipment, music, costumes, video Flyers for high school and college students for advertisement	October
Newsletter, Possibilities, sponsored by Shared Counselor Program for high school students	Write newsletter to include a) dual credit students with article on how their "shared counselor" helped them b) articles from a college c) perspective that pertain to high school students d) announcements of events at NHC	Director of Shared Counselor Program Shared Counselor	Copies for all 9-12 grade students at each high school	November March

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Tech Prep Field Trip for 9th grade students	a) Set date at NHC b) Meet with admissions director c) Meet with ambassadors from NHC d) students will attend seminar presented by Applied Technology Program Directors e) tour departments and campus	Shared Counselor NHC Admissions designate coordinates admissions orientation High School faculty chaperones	flyers for Applied Technology Programs Applied Technology Program Directors	November
College Financial Aid Seminar for parents and students	a) review new procedures for financial aid b) introduce new assistant for financial aid and her responsibilities to shared counselors on local H.S. campus	Director of Shared Counselors Shared Counselor coordinates event NHC Financial Aid Advisor	Application for Federal Student Aid forms	November
College Connection Day for students with disabilities	Coordinate NHC sponsored event a) meet with special ed. teachers at high school b) meet with diagnostic at H.S. c) select students to participate for College Connection Day d) make transportation arrangements bus, car, etc. e) help with program at NHC	Shared Counselor coordinates activities with high school student participation High School Diagnostician	flyers to all special ed. teachers permission slips to all exceptional students who all eligible to attend NHC Counselor for students with disabilities coordinate NHC event	November

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Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Follow-up after College Connection Day	a) assist students interested in attending NHC b) provide information about scheduling an individual appointment with NHC Counselor for students with disabilities	Shared Counselor NHC counselor for students with disabilities	Flyers on NHC certificate and A.A.S. degree Programs Brochures of services available such as Developmental Studies, Tutoring, Single Parent Services	November
In-Service Training Updates on NHC Applied Technology programs	a) invite all division heads b) shared counselors bring common questions that are asked pertaining to programs c) division heads respond to commonly asked questions d) discuss program updates	Director of Shared Counselors Division Heads	flyers for all applied Tech programs	November
Resume writing workshop	a) visit all senior English classes b) Director of career placement will give presentation	NHC Director of Career Placement -- Speaker Shared Counselor coordinator and host	Handouts on resumes - speaker provides	November
ESL Workshop	a) Setup program with ESL coordinator from NHC counseling department b) invited all seniors whose native language is not English c) discuss CELT test vs ASSET test	Shared Counselor coordinates event NHC Coordinator for ESL students - speaker	flyers for ESL programs • catalogs • pencils	November

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
College newspaper for reading during advisory period	a) picked up NHC newspaper b) distribute newspapers to all high school students	Shared Counselor	1,000 copies of NHC newspaper	Monthly
NHC Workshop Series - Outreach	a) Shared Counselor invites NHC counselors to present programs to at-risk students b) coordinate presentation at H S c) select students through high school counselor and teacher referral	Shared counselor - coordinates activities at high school Speaker NHC Counseling Staff	Room for presentation	November
Dual Credit Scholarships	a) list all eligible students b) interview students c) select students for scholarships d) explain dual credit program	Shared Counselor NHC Scholarship Foundation	Forms for Dual Credit Scholarships High school Scholarship Committee	December
TASP registration	a) Orient high school seniors to TASP b) Explain remediation requirements Answer questions about TASP/TAAS	Shared Counselor	TASP Booklet	December
College and Careers workshop -- Life after high school	a) invite all seniors b) director of career placement will give presentation c) seniors will discuss their options	Shared Counselors - Coordinator Director of Career Placement - Speaker	announcements on loud speaker flyers to all senior English classes	January

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Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Houston Metro and Go Tejano Scholarships	a) distribute information to all seniors b) insure scholarship information in senior packets Setup presentation	Shared Counselor - coordinates event at high school	scholarship forms reserve room for event	January
At-risk workshop	a) all 9th graders who failed 2 or more subjects were required to attend NHC sponsored workshop b) at-risk counselor from NHC gave presentation	Shared Counselor - coordinates activity NHC at risk counselor - speaker	letters to all 9th graders who failed 2 or more subjects	January
Multi-cultural Extravaganza (See Resources section)	a) solicit committee from high school faculty b) plan details for event c) audition students performers d) select student entertainers e) finalize all plans related to event f) publicize event in area newspapers	Shared Counselor Program Director - coordinates college details (reserve Performing Arts Theater, inform faculty and staff) Shared Counselor - Coordinator for event at high school (solicits food donations, decorations, assists high school committee chairman with student auditions)	• Local restaurants • Clerical assistance • flyers • food • decorations • high school faculty committee • high school student performers • Area restaurants donate finger foods	January - April

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Develop "Counselors on Wheels" Outreach	a) contact local grocery stores with dates/times for community event b) develop handouts c) make list of college materials to be distributed (catalogs, schedules, ESL programs, financial aid information) d) arrange for refreshment donations (Dr. Pepper Company) e) invite high school counselors to participate	Shared Counselor Program Director Shared Counselors - coordinate events	Counselors/support staff knowledgeable about NHC programs, course offerings, admission process, etc. NHC student workers to give out catalogs, balloons, etc. • Balloons • Helium Recruitment materials	January - May
Discuss NHC Honors Program (See Resources section)	a) send letters of invitation to top fifteen percent of the senior class b) arrange for NHC Honors advisor and designated students to meet with high school students during designated times c) share pertinent information about program d) distribute NHC Honors program brochures e) give reception for Honors students who qualify	Shared Counselor - coordinates activities at high school Shared Counselor Director serves on NHC Honors Committee NHC Honors faculty and Honors students	Room location at high school NHC Honors Program brochures Refreshments	February

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Awareness of Dual Credit Program	a) visit all 10th and 11th English classes to discuss the Dual Credit program b) inform students of early admissions requirements c) review transcripts to determine eligibility	Shared Counselor	printed materials about programs and course selection	February
ASSET testing for students with disabilities	a) review previous testing times b) get list from diagnosticians for all seniors c) set up time for testing only special ed. students	NHC Diagnostic Testing Center staff administer test Shared counselor coordinates testing at high school	NHC provides testing materials testing site	February
ASSET placement testing and New Student Information Session at high school	a) inform students interested in being tested for admissions to NHC b) test seniors planning to attend NHC c) test students interested in Dual Credit Program	Shared Counselor - coordinates high school testing and conducts New Student Information Session NHC testing staff administer ASSET	testing materials provided by NHC testing site at high school	February Prior to registration
Shared Counselor Presentation and Luncheon (Video Product)	a) present overview of different aspects of shared counselor program b) indicate the benefits of program from the students' point of view c) Invite NHC/ISD administrators, division heads, counselors, Board of Trustees, School Board d) Advisory Committee and Parents	Shared Counselor Program Director - coordinates event at college Shared Counselors assist in presenting Current college students who have benefited from shared counselor program	• clerical help • audio/media assistance • Power Point slide show • printing for approximately seventy-five copies • food services	March

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
Vocational Technical Student Visitation to NHC (see Resources Section)	a) Meet with NHC Applied Technology division head b) Meet with Career and Technology Department on the high school campus to discuss NHC programs. c) Visit individual high school vocational technical classrooms to discuss NHC programs. d) Schedule visit to NHC campus by coordinating activities with Dean of Technology and Division heads.	Shared Counselor coordinates visit to NHC NHC Applied Technology division head and faculty High school Career and Technology Division heads and faculty for student referral	flyers from Departments of Technology Bus transportation North Harris Admissions office coordinates event	March
Student referral for Visitation to NHC Target students who have the ability but are not motivated to attend college. (see Resources Section)	a) send memo to high school faculty to recommend two students. b) screen faculty recommendations c) inform students d) coordinate activities with NHC admissions office.	Shared Counselor -coordinates activities Faculty for student referral and chaperone at NHC	NHC Admissions office coordinates and sponsors event NHC Ambassadors provide tour	March
NHC College Day event	a) notify seniors of day at college b) register students to attend program c) give students schedule of events	Shared Counselor - coordinates event with NHC Admissions office High school faculty and counseling staff chaperone	transportation to college clerical help with permission slips to students NHC Admissions office sponsors event	April

Developing a Plan of Operation

Phase: Program Development

Focus: Implement Monthly Activities

Clearly define the project's goals and describe the plan for achieving these goals. State objectives, activities and provide a timeline for completion. Use additional sheets as necessary.

Outcome	Action Steps	Person(s) Responsible	Resources/Support Required	Time Frame
CELT Testing and New Student Information Session (NSIS)	a) inform non-native speaking students of test date b) schedule students c) arrange for testing room d) administer test	Shared Counselor - coordinates activity and presents NSIS NHC Testing staff administer CELT Test	NHC testing administrator testing room	April-May
Peer Advisor Mentor Program	a) advertise and solicit NHC students to assist b) Train students as Peer Advisors c) Peer advisors assist seniors in completing admissions and financial aid forms for summer and fall enrollment d) serve as student mentor contact on campus	Shared Counselor - coordinates activities and trains peer advisors	NHC students are eligible NHC admission and registration materials	April-May
Disseminate GED information	a) disperse information regarding program, class dates, testing dates, cost, etc. b) register students at high school site, if applicable c) visit GED classes to make students aware of post-secondary opportunities d) refer students to NHC Community Education staff	Shared Counselor	Community education catalogs Printed GED testing dates Community Education staff register students in appropriate program	Continuous

CALENDAR OF EVENTS
AND
ACTIVITIES

AUGUST

- Assist former students with North Harris College fall admissions, registration, financial aid
- College Camp 1/2 day
- Senior Parent Night
- "Fish" Freshman Camp (1 full day)
- Freshman Parent Night
- Announce Dual Credit Courses - Disseminate information and screen students for eligibility
- Complete NHC Admissions/Registration
- Meet with NHC Student Services' professionals to invite them to present topics of interest at the high school during the school year (i.e. Career Exploration, Undecided Majors, Resume Writing and Interviewing, At-Risk population topics, Financial Aid workshops)

SEPTEMBER

- Disseminate publicity flyer in teachers' mailboxes
- Include information about Shared Counselor Program in Monthly Newsletter to parents and students
- NHC Newsletter
- Visit Freshman Classes
- Financial aid meeting with parents - discuss program
- In-service training for faculty and staff
- Coordinate Presentations by NHC Student Services' professionals on topics of interest to special populations and other groups at high school campus
- NHC Freshman Reception for high school graduates attending NHC

OCTOBER

- College Night
- Visit Senior classes
- Visit Career and Technology classes
- Organize student trips to NHC

NOVEMBER

- Visit Junior classes
- Early registration for NHC - inform students, assist at high school and NHC
- Announce Dual Credit courses - Screen students and complete NHC registration
- Coordinate and welcome NHC Student Services' presenters to high school
- View Fun Flicks video on Channel 1

DECEMBER

- Welcome NHC Student Services' presenters to high school
- Plan and organize spring semester activities for NHC admissions, registration, and financial aid process for senior students

JANUARY

- Organize committee of high school faculty and staff to plan Community Outreach activities and/or events (see multi-cultural events in resource section, Counselors On Wheel and NHC: A World Beyond extravaganza)
- NHC Newsletter to parents and community
- Registration for NHC
- Coordinate and welcome NHC Student Services' presenters to high school
- Coordinate and schedule Financial Aid workshops for parents and students

FEBRUARY

- Visit AP and Honors English classes to discuss NHC Honors Program
- Organize Community Outreach activities
- Coordinate ASSET placement testing on high school campus

MARCH

- Visit Career and Technology classes to discuss NHC programs and articulation agreements
- Setup NHC display for Career Day on high school campus
- Coordinate NHC Honors Program visitation to high school
- Community Outreach - Multi-cultural Events
- Coordinate student visits to NHC presented by Office of Admissions
- Recruit NHC students to assist as "Peer Mentors"

APRIL & MAY

- Visit 10th and 11th grade classes to discuss Dual Credit Program for next year
- Assist seniors with NHC admissions and financial aid forms for summer and fall enrollment
- Coordinate "Peer Mentors" to meet and assist seniors in course selections and paperwork
- NHC Early Registration
- Coordinate transition of students with disabilities from high school to NHC

CONTINUOUS ACTIVITIES:

- In-service faculty and staff about North Harris College
- Inform high school faculty and student body of Special Events at NHC
- Monthly Planning Meetings with Director of Shared Counselors
- Communication between high school and NHC to coordinate activities
- NHC "Information" person on high school campus (walk-ins and phone calls)

- Distribute NHC information to high school campus and community
- Bulletin Board in high school counseling area
- Announcements - poster - flyers
- Disseminate GED and ESL information
- Assist NHC Student Services departments

95-96 activities:

- Visit middle schools to promote NHC programs
- Visit middle school Career Investigation classes
- View "Get a Life" video and discuss career paths
- Further develop Peer Mentor Program

EVALUATION PLAN

This section describes the processes for both formative and summative evaluation of the program. The plan is adapted from the Carl D. Perkins Discretionary grant application, program year 1994 -1995, for use in evaluating the Shared Counselor Program.

Evaluation of the Shared Counselor Program will include the collection and review of quantifiable data for the purpose of determining the degree to which objectives were obtained. Both formative and summative evaluation strategies will be implemented.

Shared counselors will daily evaluate the effectiveness of programs and services provided high school students. This evaluation will be diagnostic in nature and allow the counselor to modify the service plan as needed according to the needs of students and the objectives and activities. Decisions can be made to produce greater correspondence between the intended and actual outcomes. Performance measures have been incorporated into each objective as activities to measure and evaluate their effectiveness. Performance measures are described as Activities (see Program Plan of Operations - Components in this section).

Several types of data will be collected during the year to determine if identified objectives were met. Regarding the students as clients, data will be collected on the number of students who 1) were provided services, 2) were counseled, 3) were referred, 4) participated in orientations, tours, seminars or group activities, and 5) received support services. Regarding the shared counselors, data will be collected on the training, services provided, as well as the services needed to complete the job. Since the shared counselors are the heart of the project, their understanding of the role, functions, services, and student support and referral in the seamless education process is critical to the success of the program. Each shared counselor will be interviewed using a modified critical thinking and visioning process to answer five critical questions (see flowchart below) that will be used in both the formative and summative evaluation of the program.

Given the overall outcome of the program -- to improve access for high school students into careers and higher education through the shared counselor program -- information has been identified as a critical success factor.

EVALUATION MODEL

The modified critical thinking and visioning process includes the following steps:

Key Question: How can we do things differently to develop an information system that will be supportive to shared counseling partnerships and improve student access to higher education and career opportunities?

Evaluation plays a critical role in keeping the program focused. To insure adequate evaluation outcome data, the following processes have been set:

1. develop a quantifiable data baseline for each activity;
2. obtain quantifiable data on the achievement of each objective for use by the project director and other decision makers;
3. increase the number of faculty and administrators capable of implementing and continuing program evaluations;
4. increase each college's ability to evaluate programs, to conduct self-studies, and to design an outcome assessment program; and
5. provide a summative annual performance report at the end of the year.

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Formative Evaluation includes:

Daily

Shared Counselors and Project Director communicate via email.

Weekly

Monitor the number of students participating in activities.

Monthly

Monthly Report provided by shared counselors to include: Services provided to students, referral made, indication of services needed. This is a diagnostic evaluation to allow for modifications in the program and services; shared counselor evaluates training, services provided as well as services needed to complete the job.

The program director will submit the Shared Counselors Monthly Report with a summary of activities pertaining to the coordination of the program to Vice President of Student Organization and Development for dissemination to other key decision makers in the college district.

Shared Counselors will provide a copy of their Monthly Report to key administrators and supervisors at their high school.

Midpoint

Formative evaluation of Objectives Completed to date. Data is used to correct the course for the remainder of the school year.

Summative Evaluation:

Serves to measure the extent to which the program objectives are achieved at the end of the year. At the conclusion of the school year, the effectiveness of the partnership in meeting the identified goals and objectives will be evident. Data collected during the year, both regarding the students as clients and the shared counselors, will be used to determine if the identified objectives were met. The shared counselors will be interviewed as a group using the critical thinking and visioning process. The director will submit the Summative Evaluation Report to key decision-makers in the partnership for use in further planning and evaluating.

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NORTH HARRIS COLLEGE
SHARED COUNSELOR PROGRAM

Students Assisted at the High School
1994-1995

The monthly reports reflect a conservative total of students served this year.

Group: Entire classes are met to provide general and specific information about NHC educational opportunities, financial aid, career exploration, etc.

Specialty Group: Topics include Workshop Series presentations presented by NHC professionals on Career, At-Risk, Relationship, Test Anxiety, and other topics, Vocational-Technical opportunities such as Tech-Prep and NHC opportunities, Dual Credit / Concurrent enrollment, Special Needs Student issues, GED group information, etc.

Individual: Student needs are addressed individually. Topics include but are not limited to the above issues.

Parent Conferences: Parents are met by appointment to discuss ongoing issues related to college and career planning such as college financial aid, admissions process, etc. Other issues are discussed as needed such as GED programs, vocational technical opportunities, etc.

Shared Counselors also meet with **various departments** on their high school campuses to keep them informed of activities and programs: Inservice Counseling Department colleagues; Academic Divisions and Staff Development with ongoing communication; Vocational Technical Departments; and committee meetings for collaborative projects such as Multi-cultural events and School-To-Work initiatives in the middle schools.

Shared Counselor Program
Students Served 1994 - 1995

	GROUP	SPECIALTY	[redacted]	INDIVIDUAL	PARENTS
August & Sept '94	2985			33	490
October '94	2206			116	6
November '94		192		279	11
December '94	280	1360		216	12
January '95	140	568		291	704
February '95	2250	826		196	47
March '95	250	2387		460	13
April '95		1341		1163	319
May '95		1325		1437	275
TOTAL	8111	7999	[redacted]	4191	1877

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NORTH HARRIS COLLEGE
ENROLLMENT OF RECENT HIGH SCHOOL GRADUATES
1993 - 1994

HIGH SCHOOL	1994 * # of HS GRADS	1994 * ENROLL in FALL	1994 * % ENROLL at NHC	1993 # of HS GRADS	1993 ENROLL in FALL	1993 % ENROLL at NHC
Aldine	302	85	28.15%	380	88	23.16%
Ace	129	16	12.40%	93	6	6.45%
Eisenhower	456	74	16.233%	498	77	15.46%
MacArthur	346	70	20.23%	401	72	17.96%
Nimitz	280	74	26.43%	317	72	22.71
* Aldine ISD	1513	319	21.08%	1689	315	18.65%
* Spring ISD	928	241	25.97%	825	205	24.85%
Klein	600	35	5.83%	614	23	3.75%
Klein Forest	499	68	13.63%	407	47	11.55%
Klein Oak	509	50	9.82%	413	59	14.29%
Klein ISD	1608	153	9.51%	1434	129	9%
TOTAL ISD's	4049	713	17.61%	3948	649	16.44%

* First Fall enrollment of students served by Shared Counselor Partnership.

NORTH HARRIS COLLEGE

SHARED COUNSELOR PROGRAM
Summative Evaluation Report
July 1995

The Summative Evaluation is the outcome of a critical thinking and visioning process utilized to evaluate the project's progress. The following is a summary of a two hour interview with the shared counselors in response to a key question: **How can we do things differently to develop an information system that will be supportive to shared counseling partnerships and improved student access to higher education and career opportunities?**

Counselors were asked to consider how well the overall process worked by looking at key process characteristics: **performance measures and objectives, critical success factors and potential barriers to implementation.**

INITIAL VISION STATEMENT: Provide high school students a seamless transition to post-secondary programs.

KEY PROCESS CHARACTERISTICS: How well did it work?
organization - technology - intended users - student support - flow, output, performance

Organization:
North Harris College hierarchy: Darla Miller, VPSOD, Student Services Departments (Admissions, Counseling, Financial Aid, Career Placement), Director, Shared Counselors

- NHC Student Services Departments support shared counselors in their role. Key people are easily accessible.

Suggestions:
Lessen gap in dissemination of departmental information. Better communication with NHC Counseling Department is needed to keep the shared counselors updated. Improvement in technology will help, but ongoing communication is needed.

- Meet with Rhonda Cannon for solutions. Perhaps, periodic updates need to be scheduled or attendance at departmental meetings by shared counselors would provide direct contact with NHC Counseling Department. (Note: Requires attendance at NHC)
- Participation at NHC In-service programs is needed. (Note: Requires attendance at NHC)
- Continue monthly Dutch Treat lunch meetings with emphasis on departmental updates. (Note: Requires attendance at NHC)

Technology:

- Technology gaps limited shared counselors' ability to provide full service at high school sites (records, etc. were not accessible). Prompt communication with Student Services departments was limited because of technology.

Suggestions:

Vicki Stanfield has been given the task of coordinating technology support between NHC and ISDs needed to make improvements in technology.

- Communication between NHC and shared counselors will enable them to more fully service the students and remain connected with updates through email.
- Set a target date for completion at high schools.
- Get commitment from ISDs for their support in this project with their technology support staff.

Intended Users:

- Number of students served reflects substantial use. However, quality of service was not attained.

Suggestion:

- Develop Evaluation process.

Student Support:

- Students support is foremost.

Flow, output, performance:

- Monthly reports support number of students served. Peak times influence output and performance.

PERFORMANCE MEASURES AND OBJECTIVES: What things have gone right? **cycle time - responsiveness - flexibility to multiple sites**

Cycle time: (Ebb and flow of students at peak times of the semester.)

- Fulfilling the demands of both partners during peak times is challenging, at best, particularly, for the Aldine "traditional counselor model."
- NHC student services departments have recognized that one benefit of having the shared counselors assist during peak times is not possible because of conflicting responsibilities at the high school campus.
    - To resolve this problem, Rhonda Cannon, NHC Counseling Department Director, developed a calendar of possible dates that the shared counselors may choose from to coordinate their work at the high school campus and college campus. This method eliminated the shared counselors from assisting at NHC during slow periods of the semester. It is a better use of the shared counselors' time than to come each week at a designated time. (Note: Requires attendance at NHC)

Responsiveness to students:

- Responsiveness to students is ample at the high school campus.

Suggestion:

- Develop evaluation tool to assess responsiveness and student satisfaction.
- Responsiveness to students at the college needs improvement. Email will aid in correcting this problem, but a system needs to be devised for scheduling shared counselors to meet with students who request them at the college.

Responsiveness to partners:

- ISD is the primary employer. The shared counselors work to satisfy the demands of both partners.
- Responsiveness to NHC needs improvement in AISD's model.
- Refinement needed for shared counselors' attendance at crucial times such as training, in-service, planning meetings, etc. (Note: Requires attendance at NHC)

Flexibility to multiple sites:

Decentralized approach to activities and services at each high school is working. Shared Counselors make decisions based on students' needs.

- Flexibility for the shared counselor at their high school site is dictated by the administration.
- When high school administration is described as flexible, the shared counselor performs with less stress than those with less flexibility.

CRITICAL SUCCESS FACTORS:

people - technology - product - services Why might they not go right?

People:

- Support from partners is vital for shared counselors to meet the program's performance measures and objectives.

Suggestion: Flexibility is the critical success factor.

- Explore with partners ways to meet the need for flexibility.

Technology: Installation complications.

Product: Much discussion about product took place. Key questions: What is most important to NHC? ISD?

Suggestions:

- Determine what is most important to NHC and ISD.
    - * Number of students enrolling at NHC?
    - * General student body exposure to NHC?
    - * Community Education? Other?

Counselors suggests:
Early identification of students interested in NHC -Work closely with these students in goal setting, career exploration, and college planning. Incorporate parents' participation in the planning.

- Determine Reasonable Expectations. The collaborative meeting with administrators will provide counselors and director an idea of partner's expectations. This information will be the foundation for program planning for 1995-96.
- Counselors are concerned with quality service as much as quantity. One barrier to quality service is the number of students being served by the shared counselor. This is an ongoing challenge of meeting the needs of students assigned to them as defined by their role as high school counselor (50% of their allocated duties) and the students interested in NHC (50% of their allocated duties).

Services:
Peak time: Spring semester prior to graduation is challenging because of the many responsibilities to both institutions (i.e. high school year-end activities and graduation, and NHC registration for summer and fall). Demands from both partners are greatest during this period.

- Shared counselors were assisted by student workers from NHC.

Suggestion:

- Continued support for **Student Assistants** at the high school to assist students with registration paperwork and course selection.
- Continued support for **Financial Aid staff assistance**. Cheryl Galloway's assistance was most helpful. Students and parents benefited.
- Support from **Admissions staff** during peak registration period prior to high school graduation.
    - Irene Mullins, NHC Admissions, suggested that staff support from the college be available at the high school to assist shared counselors in admissions paperwork.
    - Discuss this with VPSOD and Registrar
    - Work with NHC Registrar's office to develop check list for admission process to improve the flow of paperwork from the high school campus to NHC Admissions office.
- **Cross-training of ISD counseling staff** to answer general questions about NHC before referring the student to the Shared Counselor.

POTENTIAL BARRIERS TO IMPLEMENTATION: resource allocation - organizational - cultural - technical support - training & development - timely communications - commitment

Resource Allocation barriers:

- Allocated grant funds assisted in the further refinement and development of the program. The manual will be a valuable resource. Counselors will continue to refine and tailor programs to the needs of each campus.

- Further planning meetings with director will result in a calendar of events and a structured plan for the year.
- Develop Shared Counselor Program budget.

Organizational barriers:

- Administrative hierarchy may not be aware of the demands of the program and what it takes to make it successful. Communication network with all levels of administrative hierarchy is needed.
- Administrators may not have a clear understanding of the program and its demands on the shared counselor in relation to the counselor's responsibilities as a member of the high school counseling team.
- Need for flexibility when assigning duties to the shared counselor. Administrators continue to keep in mind that because the duties of the shared counselor are split 50/50 between the partners, customary departmental standards or rules may need to be adapted to enable the shared counselors to meet the needs of both institutions.
- Organizational barriers can be overcome with continued communication and collaboration with administrators. The shared counselors are eager to satisfy both partners and need the support of resources and time to meet the responsibilities and demands of both positions.
- Blocked scheduling and the elimination of fourth period may have an impact on the program. The counselors are unclear as to how these changes may effect their opportunities to meet with classes, etc.

Suggestions: Meetings with administrators. Objective: Review the 1994-95 Summative Evaluation. Work as a collaborative team toward solutions.

- Administrators will work toward solutions to barriers.

Cultural barriers:

- Support from ESL Departments and Connie McMahan, NHC ESL liaison, eases non-native speaking students' concerns. Having a name and face to connect with at the college eases the barrier of language.

Suggestions: Continued communication with all divisions of NHC student services to assess multi-cultural student access and use of services such as financial aid, etc.

- Work toward informing these students and their parents that there is a world beyond the neighborhood.

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Technical Support barriers:

- Technology support and cooperation is needed to complete installation at high school sites.

Training and Development barriers:

- Flexibility is necessary for counselors to participate in ongoing professional development. Continued **in-service** with NHC and ongoing updates in academic and vocational and technology departments is necessary for success of program.

Timely Communications barriers:

- Communication is vital to the success of the program.
- Planning and staff meetings result in program's continued success. Flexibility to attend these meetings is vital.

Commitment barriers

- Partners and shared counselors are committed to the program.
- Time constraints and conflicting demands impede success.

Suggestion:

- Appoint a joint committee to formulate a comprehensive mission statement and strategic plan.

ROLES AND RESPONSIBILITIES

- Provides contractual agreements and outlines a range of roles and responsibilities critical to partners

- Actual roles may vary significantly depending on the specifics of your particular program. These examples may be used to facilitate planning discussions in order to arrive at an appropriate division of labor.

- It is very important to solidify the roles and responsibilities that you establish. A helpful device is for each partner or group to sign a contract or mutual expectations agreement that clearly articulates the responsibilities of each party. The contract gives the program a mechanism to assure full understanding and consensus among partners, as well as the means to hold partners accountable to the roles and responsibilities they pledge to fulfill.

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AGREEMENT FOR EDUCATIONAL SERVICES

This agreement, made and entered into between Aldine Independent School District and North Harris College, provides for services under the following terms and conditions.

ARTICLE I

Aldine ISD and North Harris College agree that the following services will be provided:

1. Four shared full-time counselors whose time will be split evenly between recruitment and transition of senior students to the College (or the North Harris Montgomery Community College District) and general Aldine ISD counseling duties.

2. Duties include, but are not limited to the following:
   - Provide academic advising, admissions, registration and financial aid assistance to high school students seeking admission to any NHMCCD and /or other college
   - Provide academic advising, admissions, registration and financial aid assistance, during specified times, for local residents seeking such services at the high school site
   - Conduct periodic evening workshops on college admissions and financial aid for students and parents
   - Serve as the expert resource on college financial aid for students, parents and staff
   - Advise students and parents regarding selection and preparation for college admissions testing, including the SAT, ACT, TASP and ASSET
   - Assist in the coordination of college/career nights
   - Assist with the coordination of the colleges' evening center at the high school, if applicable
   - Conduct registration at the high school campus for the North Harris College Evening High School
   - Assist with college counseling and registration during specified peak periods, attend departmental meeting and participate in in-service training on the high school and college campuses
   - Assist with the development and renewal of articulation agreements between NHMCCD and the high schools
   - Provide, during specified times, student service support to North Harris College on and off campus

3. This service will be for the fall semester, 1994 and spring semester, 1995. Additional hours may be individually contracted during the unscheduled summer months and are not a part of this agreement.

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ARTICLE II

Compensation for these counselors will be based on the following:

1. North Harris College will pay Aldine ISD on-half of this counselor's salary, not to exceed $20,000.

2. Aldine ISD will make actual payroll payments to this counselor, including all benefits.

3. Vacation and sick leave, as awarded by Aldine ISD, will be honored by North Harris College.

4. Aldine ISD will provide pertinent details regarding this counselor's salary and other basic information required for business office records.

5. Payment by North Harris College will be in equal amounts at the beginning and middle of each fall and spring semester. For 1994 - 95 this schedule will be:
   September 15, 1994
   November 1, 1994
   February 1, 1995
   March 24, 1995

ARTICLE III

This agreement shall commence August 15, 1994 and terminate May 31, 1995.

ALDINE INDEPENDENT SCHOOL DISTRICT

_____ _____

Date Superintendent

NORTH HARRIS COLLEGE

_____ _____

Date President

NORTH HARRIS COLLEGE
2700 W. W. Thorne Drive
Houston, Texas 77073
(713) 443-5400

High School/College Student Service Partnership
Shared Counselor
Job Description

Duties will include, but are not limited to the following:

- Provide academic advising, admissions, registration and financial aid assistance to high school students seeking admission to any NHMCCD and/or other college
- Provide academic advising, admissions, registration and financial aid assistance, during specified times, for local residents seeking such services at the high school site
- Conduct periodic evening workshops on college admissions and financial aid for students and parents
- Serve as the expert resource on college financial aid for students, parents and staff
- Advise students and parents regarding selection and preparation for college admissions testing, including the SAT, ACT, TASP, AND ASSET
- Assist in the coordination of college/career nights
- Assist with the coordination of the colleges' evening center at the high school
- Conduct registration at the high school campus for the North Harris College Evening High School
- Assist with college counseling and registration during specified peak periods, attend departmental meetings and participate in inservice training on the high school and college campuses
- Assist with the development and renewal of articulation agreements between NHMCCD and the high schools
- Provide, during specified times, student service support to North Harris College on and off campus

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North Harris College
Aldine Independent School District
Shared Counselor Partnership

RESPONSIBILITIES

Percent Time	Task
50	Perform any normal functions as a member of the high school senior counselor team
10	Provide academic advising, admissions, registration and financial aid assistance to high school students seeking admission to NHC or other NHMCCD colleges
5	Provide academic advising, admission, registration and financial aid assistance during specified times for local residents seeking such services at the high school site
5	Assist with coordination of the NHC evening center at the high school
3	Coordinate the offering of selected college-level and credit courses on site to qualified high school students
2	Assist with the development and renewal of articulation agreements between NHC and the high school/District
15	Assist with NHC counseling and registration during specified peak periods, attend departmental meetings and participate in in-service training on campus
10	Provide, during specified times, student service support to the Aldine Center

PROGRAM COORDINATOR FUNCTIONS

Coordination of the program is a responsibility of the community college since the program is part of the Division of Student Services at North Harris College. The functions of the program coordinator include monitoring day-to-day operations, troubleshooting potential problems, and acting as the lead contact for shared counselors and program partners.

Examples of important program coordination functions include:

Overseeing the daily demands of the program The coordinator has to organize his/her time to ensure that the necessary tasks move forward on all program fronts. The coordinator is responsible for ensuring that the various parties and departments at both institutions are informed of the program's progress and troubleshoots potential problems.

Communicating effectively with different groups As the liaison between the high school and college, the coordinator is responsible for maintaining open and timely communication to all parties. Disseminating information is vital to the program's success.

Coordinating activities at multiple schools The coordinator assists the shared counselors in coordinating activities and serves as the lead contact to ensure that programs and events run smoothly.

Ongoing program assessment Throughout the implementation and evolution of the program, the coordinator needs to assess program strengths and weaknesses. As the person with the most comprehensive view of the program, the coordinator is able to track what works and what does not and is able to identify barriers to success. The coordinator's observation become a part of the larger, formal program assessment and evaluation.*

* Adapted for Jobs for the Future *School-to-Work Toolkit* - Building a Local Program

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TRAINING
STUDENT SERVICES SPECIALISTS

- Provides a narrative of training the shared counselors to fulfill their role as North Harris College student services experts

- Serves as a resource of suggested training and can be tailored to meet the specific functions that evolve in the development of the roles and responsibilities established in your partnership

NORTH HARRIS COLLEGE
SHARED COUNSELOR PROGRAM
RATIONALE FOR TRAINING

Shared Counselors are members of the professional staff of the Division of Student Organization and Development at North Harris College.

PRIMARY OBJECTIVE: Shared counselors serve as **North Harris College Student Services Representative** on the high school campus.

Responsible for providing all aspects of students services, recruiting, and assisting students, faculty and staff, parents, and the community at large (see Job Description).

OBJECTIVE AT NORTH HARRIS COLLEGE:

- Continued training and updating in the four departments of Student Services (Admissions, Counseling, Financial Aid, Career Placement) and Academic and Technical Divisions.
- Assisting NHC Student Services departments during peak times.

TRAINING

Objective: Train high school counselors in the four departments of Student Organization and Development (Admissions, Counseling, Financial Aid, Career Placement) to provide all aspects of student services to students, faculty and staff, parents and the community at large. The following summary describes efforts to achieve this objective.

- The director of each department is responsible for training the shared counselors in the customary manner as other professional staff.

- Training involves working in each of the four departments of Student Services weekly to become familiar with departmental procedures. During the first year of the program's operation, the counselors were trained in each of the four areas and were assigned a department director to serve as mentor and primary contact.

- In-service training to orient and familiarize the shared counselors with the community colleges' programs included departmental tours and round-table meetings with program directors and department heads.

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- In-service training during the second year focused on providing updated information about programs. Department heads were given a list of questions to be addressed at the meetings with the counselors. Department heads responded to the questions and provided handouts and other resources. Questions were those commonly asked by high school students, such as:

  Which classes in high school would be helpful preparation for the program?
  Admission requirements? Job forecast for programs - certificate level and AAS level?
  Job titles and salaries for entry level positions and expected salary increases with experience?
  Job placement opportunities?
  Skills needed?
  Work environment?

- Other training included attendance at Tech Prep sponsored seminars that addressed Improved Career Decision-Making.

- As members of the Student Organization and Development Division of North Harris College, the shared counselors attend conferences sponsored by various professional organizations and agencies such as Careers in Health Occupations and College Academic Advising.

EXPECTED OUTCOMES

Through extensive training and direct contact assisting students at North Harris College, the shared counselors are skilled college advisors serving students in the following capacities:

- assist students in all areas of student services, admissions and registration procedures;
- conduct New Student Orientation sessions and coordinate placement testing at the high school;
- serve as NHC liaison for Community Education: English as a Second Language, Pre-GED Prep, GED Prep and testing, Evening High School, ACT/SAT Prep classes;
- Liaison and coordinator of disability services and activities between high school and NHC, serve as NHC representative for disability services at the high school campus;
- serve as NHC liaison on high school campus and in the community;
- provide career investigation beginning in middle school;
- design and implement programs to encourage post-secondary education;
- act as liaison and mentor for over age students, first generation college students, single parents;
- serve as advocates for special needs students, international students, GED students.

NORTH HARRIS COLLEGE
APPLIED TECHNOLOGY

MEMORANDUM

DATE: October 22, 1993

TO: Dr. Darla Miller

FROM: Gail Phillips

SUBJECT: Shared Counselor Workshop

In a meeting held Tuesday, October 19, 1993, attended by Dr. Darla Miller, Bennie Lambert, and Ga. Phillips, a discussion of the shared counselor workshops led to several decisions affecting the planning guidelines for the workshop agenda. In addition, the consensus of the division heads at the meeting held October 13 was shared with Dr. Miller and Mr.Lambert with the results reflected in the attached timelines/agendas.

The original dates for these workshops were Friday, November 12, 1993, and Friday, December 1993. Since the December 3rd date conflicts with early registration and Mr. Lambert's desire is to use shared counselors as student advisors in this process, the **NEW DATES for the workshops will be FRIDAY NOVEMBER 12, 1993 and FRIDAY, DECEMBER 10, 1993**. Please correct your calendars, and reserve these dates for your presentations.

The timelines, general format, presentation outlines and comments are provided as attachments for review.

The assignments of division heads to specific dates was based upon specific requests received at the October 13 division head meeting.

Please feel free to contact me at x67[illegible] with any questions and or concerns which may arise from your review of this material.

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NORTH HARRIS COLLEGE
APPLIED TECHNOLOGY

MEMORANDUM
PAGE 3

SHARED COUNSELOR WORKSHOP

AGENDA

DATE: Friday, December 10, 1993
TIME: 9:00AM - 4:00PM (as required)
LOCATION: Winship 278

TIME	FORMAT/PRESENTER(S)	PRESENTATION LENGTH	QUESTIONS AND ANSWERS
9:00-10:00AM	INDIVIDUAL PRESENTATION Bennie Lambert	60 minutes	N/A
10:00-11:45AM	DIVISION ROUND-ROBIN Rami Shafiee Debbie Ellington Marilyn Rhinehart Pat Timpanaro Gail Phillips	21 minutes division	N/A
11:45-12:30PM	Lunch(on your own)	45 minutes	
12:30-1:50PM	PANEL PRESENTATION Rami Shafiee (15 minutes) Helen Covington (15 minutes) Debbie Ellington (15 minutes) Marilyn Rhinehart (15 minutes)	60 minutes	20 minutes
1:50-2:05PM	Break	15 minutes	N/A
2:05-3:05PM	INDIVIDUAL PRESENTATION Pat Timpanaro	45 minutes	15 minutes
3:05-4:00PM	Gail Phillips	40 minutes	15 minutes

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PRESENTATION OUTLINE

Although each division head would have the freedom to present information he/she feels is relevant to the audience, the following outline is provided as a suggestion:

Division Round Robin Activity

Since the five shared counselors have already received a facilities tour of and information relevant to the operation and services provided by the math and developmental studies labs, the five division heads noted in the agenda have an opportunity to meet with a shared counselor on an individual basis.

This time could be used to:

- get acquainted
- introduce counselor to faculty and staff present
- provide a guided tour of facilities, labs, etc.

This activity will be repeated four times with each division head "handing off" their counselor to the next division i.e. "round robin."

PANEL PRESENTATION
INDIVIDUAL PRESENTATION
OUTLINE

I. Mission/Purpose of the Division
II. Outline of division programs
III. Program specific information
   a. transferability issues
   b. pre-requisites/corequisites
   c. successful student profile
   d. application/acceptance criteria into programs
   e. placement testing: TASP/ASSET, etc.
   f. remediation
   g. students with disabilities related to program requirements
   h. suggested high school preparation
   i. advanced placement
   j. articulation agreements with [illegible]
IV. Handout materials of applicable

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NORTH HARRIS COLLEGE

SHARED COUNSELOR'S WORKSHOPS
EVALUATION FORM

Instructions Please read each statement and then circle a number to the right which best describes how you feel about the shared counselors workshops

Rating Scale

1 = strongly disagree
2 = disagree
3 = sometimes yes, sometimes no
4 = agree
5 = strongly agree

Having participated in the shared counselors workshops

I believe the information concerning programs, facilities, pre co-requisites, and curriculum presented will help me better meet the counseling advising needs of high school students

1 2 3 4 5

As a result of these workshops I feel more comfortable having multiple points of contact with the College in order to obtain additional program information when needed

1 2 3 4 5

The presenters were knowledgeable of the information disseminated

1 2 3 4 5

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I had adequate opportunity to present the high school perspective and ask questions when necessary

1 2 3 4 5

The material was presented at a comfortable pace: not too fast, not to slow

1 2 3 4 5

The facilities used were adequate and the meals and refreshments were satisfactory

1 2 3 4 5

Overall these workshops met my needs and expectations

1 2 3 4 5

Please take a few moments to write any other comments or suggestions.

Comments Suggestions

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LAUNCHING THE PROGRAM

- Communication through the media and other mediums is vital to the success of the program.

- Instructions for developing useful brochures and newsletters are reprinted with the author's permission.

Designing Effective Brochures

Your first step in developing an effective School-to-Work program brochure should be to ask for professional help with the writing and design if it is available. That help might come from the public information office of your local school district or from another partner in your coordinating council, perhaps. If no such resources are available, however, you *can* create an attractive, effective brochure yourself.

Determine early on how the brochure will be printed — by a commercial printer or by the in-house duplication center of one of your partners. Talk to your printer early about your plans, and allow him to help you get the best results from whatever money you have available to spend.

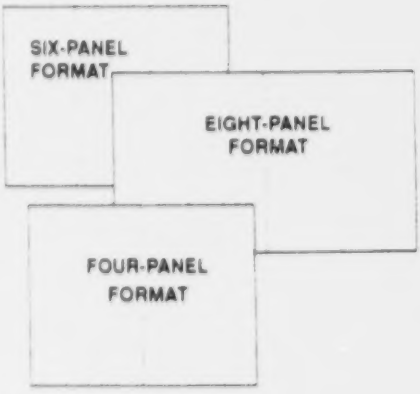
The greatest challenge in developing an effective brochure is to capture the reader's attention and create enough interest that he or she will open the cover and read on. Having accomplished that, you want to present the information inside in a way that will guide the reader through the text and help him or her locate information quickly.

Formats

Choose the format and size which best suit the purpose of your brochure. Format and size are often determined by the method of distribution. If it's going to be mailed with a cover letter, for instance, the brochure should be designed to fit inside a business envelope.

The most common brochure format is an 8 1/2" by 11" sheet folded like a letter to create six vertical panels. Although the vertical format is most common, the same format can be printed horizontally. To gain more room for copy or illustrations, you may choose a slightly larger, 8 1/2" by 14" sheet containing eight panels. Again, the brochure can be printed horizontally or vertically.

Even larger formats can be used when brochures will be distributed by hand, displayed in literature racks, or mailed in oversized envelopes.

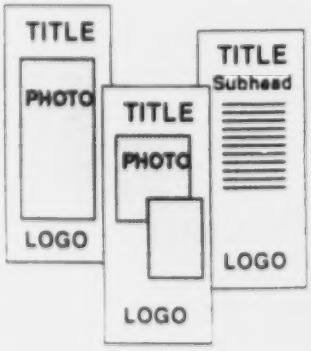


The Cover

Cover design is also dependent to some degree on your distribution method. If the brochure is to be displayed in a literature rack, the headline and other identifying information should be located so they will be visible.

Often the cover consists of a photograph or illustration and a large headline. Sometimes it includes a series of smaller illustrations instead of a large one, or no photographs or illustrations at all. Instead, the headline is the dominant visual element. Frequently a subhead is used to amplify the brochure's headline and lure the reader inside.

Whatever else is on the cover, plan for it to include your program logo, or other identifying elements.



Steve Walter, Tri-County Technical College, Pendleton, SC, (803) 646-8361 x2253. Copyright 1994

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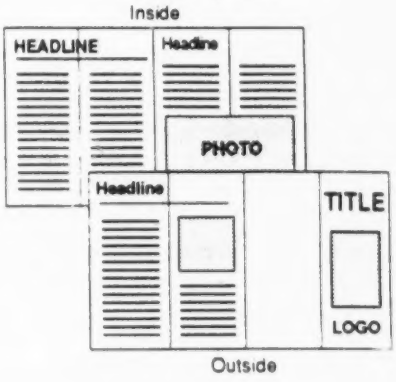
Layout Options

Your brochure can be arranged as a series of individual panels or as sets of side-by-side panels. Multi-panel "spreads" can add variety and interest to the entire layout, provide space for photographs or illustrations too large for a single panel, or emphasize a portion of your text. Just be sure not to disturb the publication's overall continuity.

Remember to correctly organize the sequence of information on the panels. Before beginning to "lay out" or locate information in the brochure, you should fold a blank sheet and create a "dummy" so you will know where each section should go.

Your brochure should be designed for easy left-to-right reading. The layout should make it easy for the reader to follow the central "thread" of the document and establish a hierarchy of importance for the content, reinforcing your message. (Since some readers may only scan the headlines and subheads, those should be written so as to communicate the gist of your message.)

Multi-panel Spreads

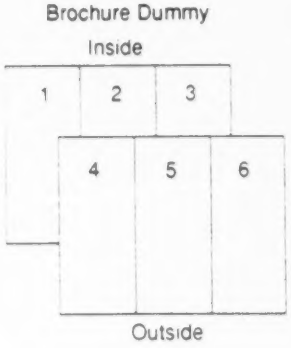


Type and Artwork

The text and white space are your brochure's most important design elements. Type should be clean and easy to read. Avoid elaborate typefaces that can overpower your message and inhibit quick reading.

Resist the temptation to crowd too much copy onto a page. Generous margins communicate to the reader that the content is well organized. Cut the copy if you have to in order to leave adequate margins.

Brochure Dummy



Checklist for Brochure Design

1. **Is the design and format appropriate for its method of distribution?**
2. **Does the front cover contain a headline or copy that invites the reader to read on?**
3. **Is there a smooth and logical development of ideas from the front to back covers?**
4. **Is there an attractive balance between text, illustrations, and white space?**

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The Perfect Newsletter

Is there such a thing as a "perfect" newsletter? Probably not, but any publication that does a selling job for your program probably comes as close to "perfect" as is necessary.

The points described below contain information appropriate to a wide variety of organizations interested in reaching a particular segment of the public. All of the points will not apply to every newsletter, and some of them should be ignored or reversed in special circumstances, but a checklist like this will help you cover all the necessary bases.

- Work for a special look. Use color, graphics, innovative design. Emphasize photographs. Consider using a distinctive typeface in the title.
- Choose typefaces elsewhere for maximum readability. Most readership studies show that serif typefaces are easier to read than sans serif. (Serifs are the little "feet" on the letters. This typeface is serif.)
- Keep typefaces, spacing, typesizes, illustration styles and format consistent throughout.
- Use a three-column format for maximum flexibility and interest. One-column is hard to read; two columns can be monotonous.
- Stick to your format every issue, every page.
- Choose a distinctive name, but don't be so clever that the purpose of your publication is obscured.
- Be brief. Space is not unlimited. Use simple, readable sentences.
- Consider the advantages of starting several articles on the front page to keep readers from "dropping out."
- Keep a file of extra articles, quotes, or graphics to use as fillers in an emergency.
- Try to use information that will pique the interest of readers.
- Use wide margins. They make reading easier.
- Number the pages.
- Include your mailing address and phone number. Provide the name of a contact person; you never know where your newsletter may end up.
- Choose ink and paper colors carefully. Readability of type and photographs is best with black ink on white paper. What you gain in design, you can lose in readability.
- To save money, specify "pot" inks rather than PMS colors which have to be mixed by the printer.
- Use a calendar in each issue with special dates marked.
- Leave copies in the guidance office, the school library, and other appropriate places.
- Consider sending a cover letter with the newsletter to re-emphasize a special point or event.
- Mail a copy to all inquirers.
- Compare bulk rate postage vs. first class and choose the method most suitable for your purposes and circumstances.
- Consider designing the newsletter as a self-mailer instead of using an envelope. Will there be enclosures? Will the post office handle your mailing?
- Be clear about your budget. Determine all of your out-of-pocket expenses in advance, so there are no surprises.

Steve Walter, Tri-County Technical College, Pendleton, SC 29670 (803) 646-8361 x2253 *Copyright 1992*

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1995

NORTH HARRIS COLLEGE

POSSIBILITIES

New news. What's this *new* news? OK, OK so what's so *hot* about reading this newsletter? It could change your future!

ALL THIS TALK about planning for the future – how boring, right? Well, as much as you might like to "think about that tomorrow," something can be said for spending a few minutes on such matters.

THAT'S THE GOAL of this newsletter – to provide helpful information about resources available to you right now, right here at your high school, before decision- making is made in a mad rush.

SOME OF YOU probably like to plan ahead and others prefer "flying by the seat of your pants." Whatever your style, help is available to take the mystery out of what to do with the rest of your life.

IS COLLEGE IN YOUR FUTURE

DID YOU KNOW that questions about college can be answered right at your campus? A college adviser is here to assist you. Four Aldine ISD high schools and two Spring ISD high schools, in partnership with North Harris College, provide one-stop service by way of shared counselors.

WANT TO KNOW the ins and outs of financial aid eligibility—deadlines of the hottest job trends and training requirements? Or perhaps you would like some direction, or you may be wondering if college is for you.

FOR HELP on your campus, stop by the counseling office and ask for your shared counselor. **Aldine - Richelle McCharen; Eisenhower - Shirley Dean; Nimitz - Judy Smalley; Eisenhower - Florette Collins; Westfield and Spring High Schools - Jim Winder.**

QUOTE from a high school student in a career workshop:

"I WANT A JOB THAT PAYS LOTS OF MONEY."

HAVE YOU EVER thought the same thing? How would you like to know more information on [illegible] forecasting? For assistance contact your shared counselor.

HOW CAN SHARED COUNSELORS HELP YOU?

Heidi Sewell, an outstanding Aldine High student, is getting a [illegible] start on college credits with the assistance of [illegible] Richelle shared Heidi's story of trials and tribulations she faced as a result of wanting to earn college credits off campus while participating in UIL activities.

THE IMMEDIATE RESPONSE of Heidi turned into possibilities and an eventual "yes" with the help of Ms. McCharen who also [illegible] on Heidi's behalf.

ACCORDING TO HEIDI:

- "[illegible]"
- "[illegible]"
- "[illegible]"
- This will be [illegible] possible otherwise.

A salute

to the juniors and seniors participating in the first semester of Dual Credit classes. Students are earning both high school and college credits from North Harris College right here on campus. Eligibility is required. See your shared counselor for details.

Aldine students: Maria Cantu, Seoyoung Choi, Melissa Cole, Monica Hamilton, Mauricio De Los Santos, Heidi Sewell

Eisenhower students: Christopher Crawford, Kausta Fotch, Salman Khan, Amber Lawrence, Matthew Perry, Tuan Phung, Danette Ramirez, Charlie Saman, Nigell Sanford, Laurette Trotty, Allyssa Wheaton, Heather Davis, Kimberly Godin, Jochynn Mohrfeld, Lodesha Moore, Nathan Ball, Donald Bowne, James Hubgood, Andrew Warren

Carver Contemporary students: Keely Campbell, Keith Mullins, Brian O'Boyle, Rebecca Rios, Yakeesha Washington, Alan Hong, Tommy Fuchs

MacArthur students: Sidney Williams, Elvia Martinez, Tin Sengsatheuane

Nimitz students: Richard Go, Candice King, Angela Pike

What's so **great** about North Harris College.

Career planning and placement.

Plays, choral and instrumental music concerts, and art exhibits.

Expert faculty.

DAY, EVENING & WEEKEND COURSES.

AFFORDABLE TUITION – as little as $81 for a three-hour course in-district

Free library resources and services, tutoring and computer labs.

College-credit courses you can **transfer** to four-year universities.

PROFESSIONAL AND CAREER TRAINING.

Diverse **student** organizations.

SMALL CLASSES.

More than 60 programs of study.

YOU CAN EARN YOUR DEGREE THROUGH OUR WEEKEND COLLEGE OR AT OUR ALDINE CENTER SITES.

convenience • affordability

NHC students who transfer to universities perform as well or better than students who began their studies at the universities.

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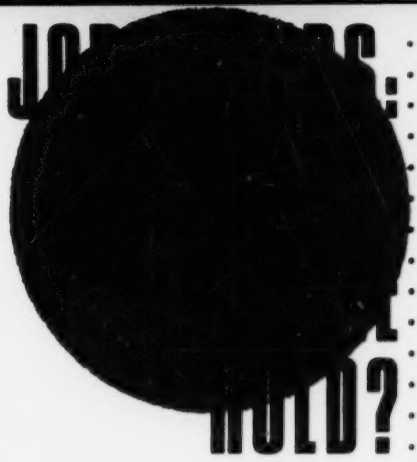
JO[illegible] HOLD?



Just as soon as you think you have a handle on the job market ... it changes. Demand for positions changes with industry trends, the economy and many other factors. In fact, says Dr. Bill Witter, a successful economist, "Fundamental changes are occurring in the labor market." No longer do we stay put in the same job for thirty years collecting those nice benefits with little concern about security.

Technology is reaching obsolescence within a decade. Dr. Witter says the best advice for students planning their future is to "stay alert to technology trends, be flexible, and be willing to change." In other words, "lifelong learning" is necessary to be marketable.

Fact: Education Pays. Higher education = higher wages and less chance of unemployment. Consider the difference in lifetime career earning when a person seeks two to four years training.

2,080 hours per year (52 weeks X 40 hours)
x 40 years (average worklife)
83,200 Hours in Average Worklife

Three months training
83,200
x 6.75 hourly wage with three months training
$561,600 Lifetime Earnings

*2-4 years training
83,200
x12.51 hrly wage 2-4 yrs training
$1,040,832 Lifetime Earnings

*Note: See your shared counselor to get important information. Training does not necessarily mean a four year college degree.

Source: Texas SOICC Texas State Occupational Information Coordinating Committee

FEATURED ATTRACTION

COMING TO YOUR CLASSROOM SOON!

LOOK FOR YOUR SHARED COUNSELOR TO PROVIDE THE LATEST INFORMATION ABOUT COLLEGE TRENDS AND

Do you get *TEST ANXIETY?*

TEST ANXIETY - inability to think clearly in spite of adequate preparation.

Have you ever walked into a class thinking you were totally prepared when suddenly you read the first question and freeze? Then your mind starts racing with thoughts of doom, "I'll never pass this test. My life depends on this test. My parents will kill me if I fail this class. I'm doomed!" This common reaction is a result of test anxiety, the inability to think clearly in spite of adequate preparation. We all experience this dramatic feeling at one time or other when it comes to taking tests. Before you know it, the emotion grabs you by the neck and you're an emotional wreck, which then effects the outcome of the test.

To explore your feelings about test taking, consider the following questions:

As exam time gets closer, one thing I notice I do is...

When it comes to taking tests, I have trouble...

The night before a test I usually feel...

The morning of a test I usually feel...

During a test I usually feel...

After a test I usually feel...

When I get my score I usually feel...

Once you become aware of your feelings prior to, during, and after testing, determine the source of your anxiety. Is the source extrinsic, such as overload, inadequate preparation, time management, or poor study habits? Or, is the source intrinsic, or internally driven, such as fear of failure, self-downing, perfectionism, or need for approval.

Overcome test anxiety by doing some of the following:

1. Actively challenge your thinking and beliefs that are holding you back, such as "I've never been good in ___." "I'll never pass this math class." "I must be the best at everything."

2. Sincerely convince yourself that you are not your test score.

3. Practice thought-stopping. When your thoughts start racing and you are feeling overwhelmed and confused say, "STOP!"

4. Deliberately change your self-defeating thoughts, think positively, and change your feelings by trying self-reinforcement techniques such as, "I really want to do a good job. I am doing a good job." Another hint: INK IT & THINK IT!

-Praise yourself by thinking, "I am calm and in control. I know the material. I am prepared." Think it, even if your don't believe it. Your subconscious mind doesn't know the difference.

-Visualize success by breathing deeply feeling relaxed and prepared.

Remember, whether you think you can or can't, in either case you'll be right. Think about it. Source: Unknown.

Remember: Nothing takes the place of adequate preparation.

THE ARTS & SERIES Calendar

FINE ARTS HAPPENINGS

North Harris College's teaching gallery features a slide lecture and discussion with each artist. Exhibits, artist lectures, workshops and receptions are open to students and the community. Plan to see the Outdoor Sculpture Garden, a campus favorite with a yearlong rotating exhibition of outdoor sculptures commissioned by outstanding artists from around the country. A walking tour is available for groups on request. Call 443-5640.

UPCOMING EVENTS

ART SHOWS

Sculpture Vision
January - May 1995
Artist lecture and reception
April 20, 6:30 to 8:30 p.m.

The Art of the Quilt
Jan. 24 - Feb. 16
Artist Lecture and Reception
January 24, 6:30 - 8:30 p.m.

Margaret Smithers - Crump
Feb. 21 - March 16
Artist Lecture and Reception
Feb. 21, 6:30 - 8:30 p.m.

PLAYS

The Diary of Anne Frank
Feb. 22 - Feb. 25
8:00 p.m.

North Harris College Possibilities is written by NHC shared counselor coordinator, Vickie Stanfield, and is produced by the Office of College Relations at North Harris College.
2700 W.W. Thorne Drive
Houston, Texas 77073
(713) 443-5400

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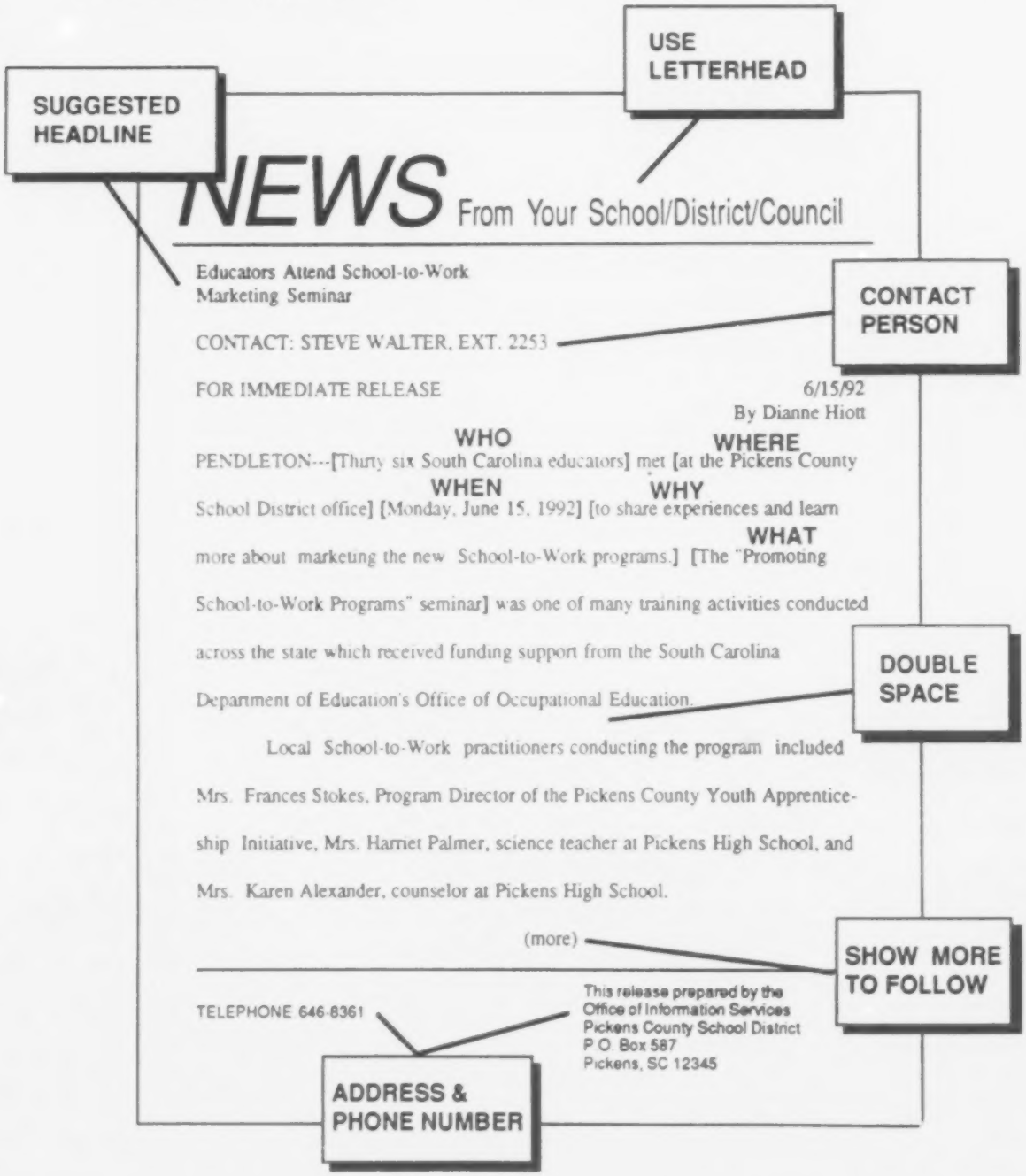
Preparing News Releases

A news release is an effective, free way to reach the public. It can be submitted to newspapers, television, and radio stations. While the use of your release may depend solely on the availability of time or space, you can improve your chances by choosing a topic which may have some impact on the community and by preparing an effective release. The illustrations below and on the reverse show the elements of a well-prepared release:


USE LETTERHEAD
SUGGESTED HEADLINE
NEWS From Your School/District/Council
Educators Attend School-to-Work Marketing Seminar
CONTACT PERSON
CONTACT: STEVE WALTER, EXT. 2253
FOR IMMEDIATE RELEASE
6/15/92
By Dianne Hiott
WHO
WHERE
PENDLETON---[Thirty six South Carolina educators] met [at the Pickens County
WHEN
WHY
School District office] [Monday, June 15, 1992] [to share experiences and learn
WHAT
more about marketing the new School-to-Work programs.] [The "Promoting
School-to-Work Programs" seminar] was one of many training activities conducted
across the state which received funding support from the South Carolina
DOUBLE SPACE
Department of Education's Office of Occupational Education.
Local School-to-Work practitioners conducting the program included
Mrs. Frances Stokes, Program Director of the Pickens County Youth Apprentice-
ship Initiative, Mrs. Harriet Palmer, science teacher at Pickens High School, and
Mrs. Karen Alexander, counselor at Pickens High School.
(more)
SHOW MORE TO FOLLOW
TELEPHONE 646-8361
This release prepared by the
Office of Information Services
Pickens County School District
P.O. Box 587
Pickens, SC 12345
ADDRESS & PHONE NUMBER

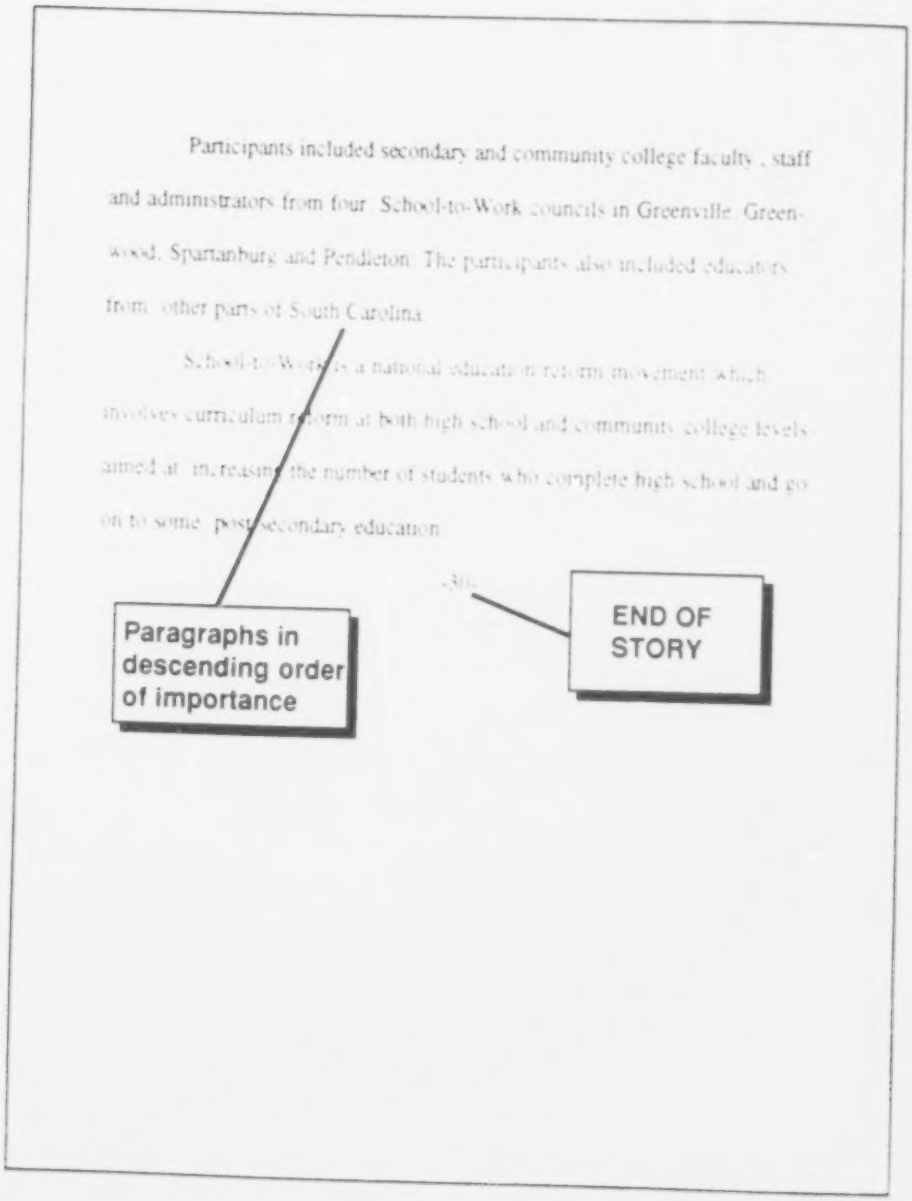
Steve Walter, Tri-County Technical College, Pendleton, SC, 803-646-8361 x2253 Copyright 1994

Tips for a successful news release:

- Send it to the correct person at the paper or station. If you don't know who that is, call and ask.

- Be brief and to the point. Two or three pages (double spaced) should be your limit. If they want more information they will call for an interview.

- Provide photographs if you have them. They may make your release more appealing to the public and more likely to be used. If you send photos, include captions for each.


Participants included secondary and community college faculty , staff and administrators from four School-to-Work councils in Greenville, Greenwood, Spartanburg and Pendleton. The participants also included educators from other parts of South Carolina.
School-to-Work is a national education reform movement which involves curriculum reform at both high school and community college levels aimed at increasing the number of students who complete high school and go on to some post-secondary education.
-30-
Paragraphs in descending order of importance
END OF STORY

Serving as liaisons between AISD and North Harris College are (l-r) Shirley Benn, MacArthur, George Marx, Eisenhower, Judy Smelley, Nimitz, and Michelle McCharen, Aldine.

Partnership with North Harris College creates opportunities

Seniors in Aldine ISD have another source to help them in their college search as the district entered a partnership with North Harris College in the fall of 1993 to help speed up the process of gathering information and registration.

One staff member from each of the four traditional AISD high schools (Aldine, Eisenhower, MacArthur, and Nimitz) has been designated as a liaison between students and the college. This shared counselor assists those already attending community college as well as high school students.

The counselors explore career goals and options with students as they prepare to leave high school and further their education. Those counselors are: Michelle McCharen, Aldine counselor, George Marx, Eisenhower educational service manager, Shirley Benn, MacArthur counselor, and Judy Smelley, Nimitz counselor.

Although many of the duties of the shared counselor involve juniors and seniors, they also visit other classrooms to encourage underclassmen to begin setting career goals. The counselor is responsible for informing students of the availability of obtaining college credit and high school credit at the same time. Counselors also help those who have dropped out of high school to obtain a GED, and then assist them in accessing the community college.

In addition to assisting high school students, these counselors, while on the North Harris College campus, enroll students, identify math and English levels through placement testing, provide career counseling, and check for proper course alignment when students transfer to four-year institutions.

"Many students have benefited from the connection between the high schools and North Harris College. More students than ever are aware of what is available to them, such as dual credit and placing out of certain college courses by receiving high scores on the ACT," McCharen said.

Tech Prep program offers variety of career choices

Aldine ISD and North Harris College are working together to develop a Tech Prep Associate Degree Program. This program is an educational initiative designed to provide students the relevance between education and the concepts used in business and industry as they relate to academics.

Tech Prep is a six-year program designed to begin at the ninth grade and continue through two years of college, with completion of a Tech Prep Associate Degree. The academic subject areas are presented to students using the

ALDINE ISD

Tech Prep

ASSOCIATE DEGREE

AN EDUCATIONAL FOCUS FOR THE MAJORITY

contextual learning styles, which is hands-on or applied teaching. The academic courses are rigorous to ensure students the opportunity to pursue a Tech Prep degree or a baccalaureate degree.

During their high school years, students are enrolled in career and technology courses where they learn technical skills and knowledge to enter the workplace at the end of high school, or pursue a degree.

Tech Prep degree career paths are being developed in the areas of: Medical Office Specialist, Legal Office Specialist, Desktop Publishing Specialist, Computer Aided Drafting (CAD), and Criminal Justice/Peace Officer.

Students may earn from six to 15 hours of college credit while enrolled in the program in high school. AISD and North Harris College will forward the program to the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce for final approval.

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N. Harris College offers new program to Aldine, Spring

North Harris College recently received a $66,000 Perkins Discretionary Grant to fund a project that places shared counselors in Aldine and Spring independent school district high schools to provide college information and services to high school students and their families. The counselors will be jointly supported by the high schools and North Harris College.

Developed by Sanford Shugart, president, North Harris College, the program is designed to be a model for other colleges in Texas.

"The grant provides funds for us to gather information about similar collaborative projects throughout the state and to evaluate and improve our program," said Darla Miller, vice president, North Harris College. "We will then share this information with other colleges."

The project targets students who may not be fully aware of their career opportunities, especially those in technical fields. Trained counselors in the project advise high school juniors and seniors and speak to freshman and sophomore students and their parents about the myriad of programs offered at North Harris.

The counseling includes participation in Tech Prep, a joint project that ensures students will graduate from high school with the math and science skills that are needed to transfer with ease into college-level technical programs.

Shared counselors help students assess their academic potential and plan a career that is best suited to their talents.

North Harris College conducts regular training sessions to keep shared counselors updated on its programs and procedures. Shared counselors help students with registration and continue to advise them after they are admitted to North Harris College.

Shared counselors currently working in Aldine ISD schools include: Michelle McCharen, Aldine High School; George Marx, Eisenhower High School; Shirley Benn, MacArthur High School; and Judy Smelly, Nimitz High School. Ruby Wells links the college with Spring ISD high schools.

For information about on campus counselling, call 443-5481.

N. Harris College wins grant for counselor project

Students in Aldine can now enroll in college, register for classes and apply for college financial aid without leaving their school campuses. North Harris College recently received a $66,000 Perkins Discretionary Grant to fund a project that places shared counselors, jointly supported by the high school and the college in Aldine high schools to provide college information and services to students and their families.

The program, developed by North Harris College president Sanford Shugart, is designed to be a model for other colleges in Texas. "The grant provides funds for us to gather information about similar collaborative projects throughout the state and to evaluate and improve our program," said college vice-president Darla Miller. "We will then share this information with other colleges."

The project targets those students who may not have a clear vision of their career opportunities, especially in the technical arena. These students sometimes consider higher education out of their reach academically or financially. Trained counselors not only advise high school juniors and seniors, they also speak to freshmen and sophomore classes and parents about the myriad programs offered at the college, including Tech Prep, a joint project that ensures students will graduate from high school with math and science skills necessary to transfer seamlessly into college-level, technical programs.

Shared counselors help alleviate the anxiety high school students experience when faced with planning their future and provide services especially beneficial for those who receive marginal parental guidance, Miller said. They help students assess their academic potential accurately and plan a career suited to their talents.

Counselors also enroll students in dual-credit courses they can take while still in high school. They administer testing to place out of college courses and advise students about courses that transfer to other colleges.

The college conducts regular training sessions to keep shared counselors up-to-date with the school's programs and procedures. While on the college campus, shared counselors help with registration and continue to advise students after they are admitted.

Shared counselors currently working in AISD include: Michelle McCharen, Aldine Senior High School; George Marx, Eisenhower High; Shirley Benn, MacArthur High and Judy Smelly, Nimitz High.

For on-campus counseling, call the North Harris College Counseling Office at 443-5481.

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High school students get jump start on college

Students in Aldine ISD are getting a head start on their college education by taking dual credit courses.

Through a cooperative arrangement with North Harris College, Aldine ISD students can register for college courses such as English, government and psychology at their high schools and fulfill their high school graduation requirements at the same time.

North Harris College counselor Vicki Stanfield says the dual credit program, initiated last fall, has been very successful.

"There's a lot of enthusiasm and momentum about the program," she says.

"The biggest advantage to students is that they are able to earn college credit while in high school by taking courses taught by faculty eligible to teach at the college level," she says.

The program also helps ease the transition from high school to college.

Stansfield

The fear of competing at the college level melts away when students are able to complete college assignments in a nurturing high school environment, Stanfield says.

The completion rate during the fall semester was very high. Forty students enrolled for the college credit classes and only two dropped out. Sixty students enrolled for the spring semester.

The students are committed to the work involved in getting college credits, Stanfield says.

To gain college credit, students take the same high school courses as their peers but they complete additional assignments required for the college course.

After completing the college course, students receive a transcript from North Harris College. Aldine juniors and seniors can earn up to 12 college hours through the program.

To qualify for the program, students must demonstrate college-level verbal scores [illegible] college entrance tests or on the Texas Assessment of Academic Skills test. Students must also have a grade point average of [illegible] on a four point scale and [illegible] recommendation from [illegible] school counselor.

North Harris College is [illegible] to expand the program [illegible] spring [illegible].

College courses offered to high-school students

The transition from high school to college sometimes can overwhelm even the brightest students. But through a cooperative arrangement with North Harris College, students of Aldine Independent School District may take some college courses while still in high school.

The college's dual credit program allows students to get a head start in higher education, while fulfilling their high-school graduation requirements.

"There's a lot of enthusiasm and momentum about the program," said Vicki Stanfield, NHC counselor. "The biggest advantage to students is that they are able to earn college credit while in high school by taking courses at the college level."

When students successfully complete college assignments in a familiar environment, Stanfield said, some of their college fears melt away.

English composition and U.S. government will be offered at Nimitz, Eisenhower and Carver high schools; Nimitz also will offer a dual credit psychology course. To take these college-level courses, students simultaneously must enroll in the high school course.

To qualify, students must demonstrate college-level verbal schools and must carry a grade-point average equal to a 3.0 on a 4.0 scale. Also required is an interview and recommendation.

In-district tuition is $81 for a three-credit-hour course. For more information on the NHC dual credit program, call 443-5481.

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Back to school

North Harris College develops Counselors On Wheels program

How do people learn about innovative college programs if they have a language barrier or don't read the newspaper?

North Harris College counselors are hitting the road with a new program, Counselors On Wheels.

As part of a program developed last year, shared counselors paid by the college and Aldine or Spring independent school districts, are bringing college information to the community. On weekends, they set up shop at Randalls stores and at various community events to hand out material about the college and answer questions.

The effort is paying off.

"A lot of people thought the college was very far away," said shared counselor, Michelle McCharen, who talked with residents shopping at the Randalls Food Market near Aldine High School.

"They didn't realize that the college offers classes right there in their neighborhood at Aldine High School."

Many people work two or three jobs, McCharen said, which can make it more difficult to attend classes on the main campus.

Others were amazed at how many one year certificate programs the college offers for quick career training in areas such as cosmetology and criminal justice, McCharen said.

"People were especially excited to learn about the college's free ESL (English as a second language) classes," she said.

The counselors' latest travels took them to a community event in the Acres Homes area.

"We want to extend a hand to the community," said project director Vicki Stanfield. "We find them very thankful for the information."

Aldine residents have picked up hundreds of college schedules at the booths. Children receive free helium balloons from a high school student dressed in a Power Ranger costume.

Spring ISD counselors also have worked on another outreach project, "A World Beyond; A Spring ISD Multi-Cultural Extravaganza," with parents and students. The public enjoyed an evening of skits, songs and dances from around the world, performed by Westfield and Spring high school students. Local caterers donated ethnic food, and a panel of past North Harris College scholarship recipients conducted a round-table discussion.

The outreach programs are supported by North Harris College and a Carl Perkins Discretionary Grant, given to projects that provide opportunity to diverse groups.

North Harris College is a member of the North Harris Montgomery Community College District, which also includes Kingwood College, Tomball College and Montgomery College.

North Harris College is located at 2700 W.W. Thorne Drive, one mile south of FM 1960, between Aldine-Westfield and Hardy Roads. For information about college registration, call 443-5410.

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North Harris College initiates "Counselors-On-Wheels program to help announce educational opportunities

How do you learn about innovative college programs if you have a language barrier or don't read the newspaper?

North Harris College counselors are hitting the road with a new program called "Counselors-On-Wheels."

As part of a program developed last year, shared counselors, paid by the college and Aldine or Spring ISD, are bringing college information to the community.

On weekends, they set up at Randall's and community events to hand out material about the college and answer questions.

The effort is paying off.

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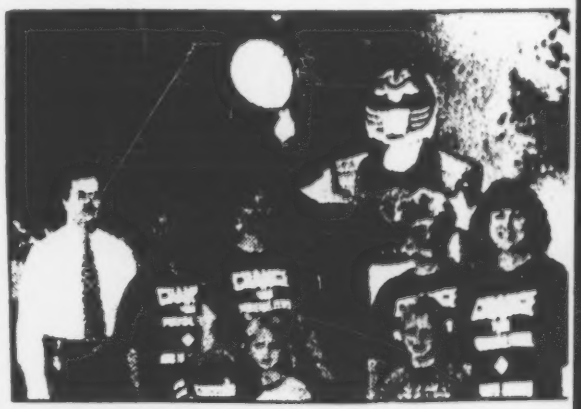

Traveling counselors

Pictured are supporters of the North Harris Colleg Counselors-On-Wheels' program. From the left are Randall' manager, Michael Cole and counselors Shirley Benn, Vick Stanfield, Cindy Hammonds, Michelle McCharen, Powe Ranger, Joyce Hammonds and children Jolyn and Jare Hammonds.

STARS and side bars

Spotlighting people and events in the North Harris Montgomery Community College District

May 31, 1995 • Volume 3, No. 8

NORTH HARRIS COLLEGE

• The college's shared counselor program was the topic of a round table discussion at the NACADA Regional Conference in Austin. **Jim Winder**, Spring ISD shared counselor, and **Vicki Stanfield**, director of the program, discussed initiatives in the high school to attract special populations students to the myriad of programs offered at North Harris College.

• On May 18 Spring ISD shared counselor **Jim Winder** and shared counselor program director **Vicki Stanfield** hosted, "North Harris College: A World Beyond," a Spring ISD multi-cultural extravaganza. The evening, enjoyed by 250 Spring residents, consisted of ethnic food sampling, entertainment by student groups and a motivational speech by **Bennie Lambert**, director of admissions, on the benefits of education.

• Shared counselors **Judy Smelley, Shirley Benn, Michelle McCharen** and **Floretta Collins** have developed a program called "Counselors on Wheels" to spread the word about educational opportunities at North Harris College. On May 6, shared counselors supported by Aldine ISD counselors and North Harris College student assistants, spoke to hundreds of neighbors at two area Randall's stores. Balloons, pencils and a visit by a "Power Ranger" attracted crowds.

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RESOURCES

- Provides samples of materials and activities implemented to meet the program's goals and other partnership initiatives in the state

NORTH HARRIS COLLEGE

A NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE

November 10, 1994

Dear Student,

Congratulations on making the transition from Spring High School to North Harris College. Are you aware that I am available to work with you at NHC? I am the shared counselor working with Spring ISD students still in high school as well as Spring ISD graduates now attending North Harris College. I am very interested in hearing about your adjustment to college and helping you in any way that I can. If you have any questions or needs, I can be reached at Spring or Westfield High School to schedule appointments at North Harris College. Your continued success is our goal at North Harris College!

The shared counselors are planning a reception honoring all of their North Harris College students on Thursday, December 1, 1994, from 11:30 a.m. to 1 p.m. at the college. Please mark your calendar now. This will be a great opportunity to visit with former classmates and to meet other college students. Invitations will be mailed soon!

I am looking forward to hearing from you and visiting with you at the reception. Your ideas and suggestions for the shared counselor program are always welcome. Have a Happy Thanksgiving.

Sincerely,

Jim Winder
North Harris College/Spring ISD
Shared Counselor

355-2197 Spring High School
586-1300 Westfield High School

185

2700 W.W. Thorne Drive Houston, Texas 77073 (713) 443-5579 FAX (713) 443-5402

NORTH HARRIS COLLEGE SURVEY

Your feedback and suggestions regarding the shared counselor program that was implemented during the 1993 - 1994 school year is very important to this project. Please complete the following survey.

1. High school attended _____

2. While in high school did you seek college planning through the high school counseling office **YES** or **NO**

3. Were you aware of the North Harris College shared counselor on your high school campus? **YES** or **NO**

4. What information about college planning did you receive while attending high school? Check all that apply.
   - ___General college advising
   - ___Financial aid information
   - ___Course selection
   - ___Advising about program options
   - ___Application process
   - ___Registration process
   - ___Class schedules
   - ___Testing
   - ___TASP information
   - ___Special needs accommodations
   - ___Career planning
   - ___Other _____

5. My decision to attend North Harris College was influenced by (Check all that apply)
   - ___ Tuition
   - ___ Location
   - ___ Reputation
   - ___ Information provided by the shared counselor
   - ___ Programs available
   - ___ Other _____

6. What activities were beneficial in helping you make your decision to choose NHC?
   - ___College day tour with shared counselor
   - ___Class visits and presentations by shared counselor
   - ___College night
   - ___College Connection trip to NHC
   - ___Individual and/or small group meetings with shared counselor
   - ___Other _____

7. What was helpful about having a NHC advisor at the high school?

___Convenience
___Made the transition to college easier
___I have a contact person to assist me
___Other (please list)

_____
_____

8 In thinking back about your transition to college, the process would have been easier with assistance or information about _____
_____

9 Is the shared counselor partnership with the public school and community college a valuable program for students? **YES** or **NO**

10 Was your transition to college easier because of the shared counselor program? yes or no

11 Would you recommend that high school students use the services of the shared counselor while in high school? **YES** or **NO**

12 Other ways I could have been assisted by the shared counselor in my college planning were
_____

13 Are you aware that the shared counselor from your high school is available to assist you as you continue your studies at North Harris College? **YES** or **NO**

14 Have you had contact with your shared counselor since enrolling at North Harris College? **YES** or **NO**

15 My present educational goal at North Harris College is

___ Undecided
___ Undeclared major
___ I am working toward transferring to a four year university
Major _____
___ I plan to earn an Associate degree before transferring to a four year university
___ Earn a certificate in _____
___ Associate of Applied Science degree - Major _____

16 Other comments or suggestions _____
_____

Name (optional) _____

This reception was made possible by a Carl D. Perkins grant supporting the Shared Counselor Partnership at North Harris College. Thank you for your assistance.

SPRING I.S.D. MULTI-CULTURAL EXTRAVAGANZA

SPONSORED BY NORTH HARRIS COLLEGE
SHARED COUNSELOR PROGRAM

Objective: To increase the awareness of educational opportunities at North Harris College with an emphasis on multi-cultural groups in the community.

Program: Multi-cultural Extravaganza at North Harris College where student performing groups present entertainment for their family and friends. North Harris College student ambassadors will present a round table discussion on how the college has enriched their lives and prepared them for their career goals.

Theme: International Food Fair Sampling and Decorations
Multi-culture finger food will be served on tables decorated in native decor by committee members and parents. The food will be donated and/or purchased by area businesses including Mexican, Italian, Africian-American, and Asian fare.

Location/Time: The event will be held at North Harris College Performing Arts Theater on May 18, 1995 at 7:00 p.m.

Program:

7:00 - 7:30 p.m.	Food Sampling in foyer of the Performing Arts Theater
7:30 - 8:30 p.m.	Performance by student groups
8:30 - 9:00 p.m.	Round table discussion with North Harris College student ambassadors

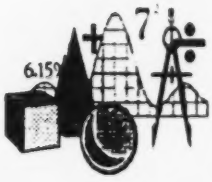
Advertisement: Local Radio and Television stations -- Hispanic stations and Community Relations announcements
Local newspapers (1960 Sun, The Leader, Greensheet)
Notify NHC College Relations
Notify I.S.D. Public Relations

NORTH HARRIS COLLEGE

presents

"A WORLD BEYOND"

A Spring I.S.D. Multi-Cultural Extravaganza



Come and see what all the excitement is about!!!! On Thursday, May 18th, 1995, North Harris College, in conjunction with the Spring Independent School District, will present ***"A World Beyond,"*** an exciting extravaganza of indigenous food, culture, and entertainment.

On behalf of the planning committee for ***"A World Beyond,"*** we would like to personally invite you as our guests to attend this fantastic evening of culture, color, and fun. Come and enjoy an exciting array of food from the area's finest caterer's, entertainment from the most talented musicians and dancers from Westfield and Spring, and an enlightening round table conversation with past scholarship recipients attending North Harris.

The ability of people to accept the differences in each other allows our society to grow more socially cohesive. Through the understanding of the special assets in our rich heritage, we find out what it means to be an American: unique, hard working, and proud.

"A World Beyond" will begin at 7:00 in the theater (Fine Arts building) at North Harris College. Please invite all family and friends to enjoy this wonderful night of diversity. Admission is free and all are welcomed!!! All we can guarantee is the time of your lives!!!

7:00 - 7:30	*Food Sampling in Fine Arts Foyer*
7:30 - 8:30	*Skits, Dances & Special performances in theater*
8:30 - 9:00	*Round Table discussion by North Harris Ambassadors*

NORTH HARRIS COLLEGE
2700 W.W. THORNE DRIVE
DR. JIM WINDER 443-5482

Please Recycle

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"A World Beyond"

A Spring I.S.D. Multi-cultural Extravaganza

Tonight we will experience a fantastic evening of culture, color and fun. We will enjoy an exciting array of food from the area's finest caterers, entertainment from talented musicians and dancers, and an enlightening "round table conversation" with North Harris College Student Ambassadors.

The ability of people to accept differences in each other allows our society to grow more socially cohesive.

We welcome you to

193 "A World Beyond"

a wonderful night of diversity...

Program

Welcome & Introduction of Mistress of Ceremony ..... *Jim Winder*

Mistress of Ceremony ..... *Roneka Ferguson*

"Korean Martial Arts" ..... *Jason Emerick & Phillip Diaz*

"Mother Africa" ..... *Michelle Jackson*

"If I Were a Rich Man" ..... *Michael Alva*

"His Eye Is On The Sparrow" ..... *Dede Calhoun & Celeste Scott*

"Chinese Ribbon Dance" ..... *Matilda Kwan*

"No Me Queda Mas" ..... *Roxie Hidalgo*
"Tribute to Selena"

"Keeper of the Stars" ..... *Chris Garsee*
Accompanied by Charles Prendergast

"For the Good Times" ..... *Richard Moore*

"Como La Flor" ..... *Claudia Flores & Helen Argueta*
"A Tribute to Selena"

"Las Alazanas" ..... *Ballet Folklorico*

Greetings & Introduction of NHC
Director of Admissions ..... *Carolyn Boyce*

Remarks ..... *Bennie Lambert*

Introduction of Ambassadors ..... *Bennie Lambert*

Greeting and Special Introduction ..... *Georgette Sullins*

Special Recognition& Final Remarks ..... *Vicki Stanfield*
Coordinator of NHC Student Counselor Program

VOCATIONAL TECHNICAL STUDENT VISITATION TO NORTH HARRIS COLLEGE

Students interested in continuing vocational technical training beyond high school are given an opportunity to visit the community college campus. This program is designed to alleviate the students' anxiety about attending college and promote a seamless transition from high school into post-secondary education. Steps toward this goal follow:

- Meet with Technology Divisions on the North Harris College (NHC) campus to discuss program changes, articulation agreements, and programs in general as well as how to better meet the needs of students.

- Meet with Career and Technology Department on the high school campus. Discuss NHC programs, articulation agreements, and ways to better meet the needs of the students.

- Visit individual high school vocational technical classrooms to discuss NHC programs.

- Schedule individual appointments with students to discuss their interest in continuing their training at the post secondary level.

- Schedule visit to NHC campus by coordinating activities with Dean of Technology and Division heads. The visit includes a tour of the departments, a panel discussion by faculty to discuss programs and answer students' questions. They have an opportunity to meet instructors in the department. The program addresses trends in the field, salaries, job opportunities, skills needs to succeed, etc.

- The shared counselor assists students in the college admission process by completing admissions, registration, and financial aid forms.

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STUDENT REFERRAL FOR VISITATION
TO NORTH HARRIS COLLEGE

Date: January 23, 1995

To: Spring High School Teachers

From: Jim Winder, North Harris College Counselor

RE: Nominations for college visit

On March 28th, I plan to take up to two bus loads of 11th and 12th grade students to visit North Harris College. The students will be hosted by college ambassadors (NHC students) as they visit the classes of their interest and talk to the admissions and financial aid officials during lunch. We would leave school at 7:30 a.m. and return at 1:30 p.m.

The students whom I plan to target are those who are not motivated to go to college or a vocational school but have the ACADEMIC ABILITY TO BE SUCCESSFUL. Many of these students do not receive any encouragement from home to continue their education beyond high school.

Would you please nominate two of your students in each of your classes that might benefit from this opportunity by completing the bottom portion of this memo and return it to my mailbox by January 27th? Thank you.

Teacher:_____

Period 1_____ _____

Period 2_____ _____

Period 3_____ _____

Period 4_____ _____

Period 5_____ _____

Period 6_____ _____

Date:_____

To: Spring High School Junior and Seniors

From: Jim Winder, North Harris College Counselor

RE: College Visit

One or more of your teachers nominated you to participate in a very exciting field trip. On March 28th, 100 Westfield High School students will go by school bus to visit North Harris College. We will leave school at 7:30 a.m. and return at 1:30 p.m. The only cost to you will be your lunch which will range from $3.00 to $5.00.

College ambassadors (NHC students) will go with you to one or more classes of your choice, give you a tour of the campus and eat with you in the College's dining hall. Following lunch, you will hear from school officials regarding admissions and financial aid.

We want to encourage you to participate in this event which could be one of the most influential decisions you will ever make. Please take a few minutes and complete this form. Also, have your parents sign the attached parent permission form. You should give the complete forms to Mrs. Todd in the Counselor's office by February 10th.

----------tear off and give bottom part to Mrs. Theis----------

Name_____

Grade_____

_____Yes, I am going on the field trip to North Harris College on March 28th. Attached is my completed parent permission form.

_____No, I am not going on the field trip to North Harris College on March 28th.

_____ is my first choice of a college major or career goal.

_____ is my second choice of a college major or career goal.

May 30, 1995

To: Vicki
From: Jim

RE: Step-by-step procedures of NHC activities implemented in '94-'95.

The following procedures were followed as I planned and implemented the major activities this year at Spring and Westfield High Schools:

A. Career Center Director
   1. Personality interest test was given to each student who did not have a clear direction of a career goal.
   2. C.O.I.N. computer was used to research career of choice, college major search, researching colleges and writing letters to colleges to obtain desired information.
   3. Organized and checked out college catalogs, general view pamphlets and applications for admission.
   4. Financial Aid and scholarship information provided - individual and group counseling (students and parents).
   5. Also, was available each Monday from 7 -9 p.m. at Spring High School to assist families regarding college selection and financial aid.

B. At- Risk students
   1. Letter was sent to all teachers of junior and senior students asking them to identify two students in each of their classes that were not motivated to go to college due to lack of goals for their lives and/or little or no encouragement from their families, but they had the academic ability to be successful in college.
   2. A following letter was sent to each nominated student, asking them to respond to an invitation to visit North Harris College by checking yes or no and requesting parents to complete a parent permission form.
   3. Irene Mullins in the admissions office at North Harris College coordinated the campus visit for 100 students from each of the two high schools.

C. Transition for college bound students
   1. North Harris College student ambassadors visited with the senior students who had expressed an interest in attending NHC at each respective high school during their economics class. The purpose of the conference was to answer their questions regarding what to expect after high school graduation.
   2. Each student who attended the conference was followed-up and completed an application for admission to NHC.

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D. Honor student recruitment
   1. A letter from NHC was given to each senior in their first period class who met the honors program criteria at NHC. The student was invited to attend a conference in the Career Center at each respective school.
   2. The faculty director of the honors program and an honors student from NHC met with the students who attended the meeting. Several students decided to complete an application for admission to NHC following the conference.

E. Multi-Cultural Extravaganza
   1. A Spring I.S.D. committee representing counselors, teachers, parents and students was formed to respond to the following objectives (a counselor from Westfield High School, Carolyn Boyce, was hired by NHC to coordinate the committee):
      (a) How can we best increase the awareness of NHC in the multi-cultural communities of the Spring School District?
      (b) Where is the best location to hold a meeting to communicate the desired information?
      (c) What is the best way to advertise the program in order to get the desired people to attend?
   2. The program was first promoted in each school by inviting students who desired to perform a talent to try-out before the committee.
   3. The event took place in the Fine Arts Theater at NHC on May 18, 1995 at 7:00 p.m. The program was as follows:
      (a) 7:00 - 7:30 p.m. - Sampling ethnic finger foods which were donated and/or purchased from area restaurants in the foyer of the theater. Each ethnic area was decorated in festive colors with memorabilia displayed.
      (b) 7:30 - 8:30 p.m. - Student performing groups in the theater with their family and friends in attendance.
      (c) 8:30 - 9:00 p.m. - NHC student ambassadors and school officials shared the uniqueness of the college.
   4. The program was advertised as follows:
      (a) local newspapers
      (b) ethnic radio stations
      (c) flyers displayed in schools, churches and local businesses.
      (d) public announcements in both high schools.

F. Admissions, Testing, Registration, Financial Aid and New Student Information Session.
   1. Five NHC students were hired by NHC to assist in helping the students complete admissions and financial aid applications.

2. Seventh semester transcripts were pulled for each student who completed an application for admission. The transcript was pursued to determine which student was exempt from taking the TASP and who needed to take the ASSET.
3. Janice Donor, NHC testing specialist, gave the ASSET to several students in their respective school. For those who did not take the test, a letter was sent to encourage them to make an appointment in the Counseling Office at NHC.
4. For those student who met the testing requirements, assistance was given in completing the registration form and the New Student Information Session was provided.
5. The admissions applications with seventh semester transcripts attached were delivered to the admissions office at NHC.

NORTH HARRIS COLLEGE
HONORS INITIATIVE IN THE HIGH SCHOOL

Steps for creating student awareness:

1. Met with Honors committee to discuss Honors Program. Initial meetings resulted in a plan for recruiting students at the high school.

2. Identified prospective students based on Honors criteria for high school graduates entering their first semester of college.

3. Reviewed student records to determine eligibility for the Honors Program.

4. Coordinated meetings with North Harris College Honors Program sponsors and Honors students during fourth period to discuss information about the North Harris College Honors Program.

5. Follow-up coordination efforts between NHC Honors Committee and high school to determine who enters the program at NHC.

EARLY AWARENESS FOR HONORS PROGRAM

Emphasis on academic excellence in the middle school developed from high school initiatives. Collaboration with secondary school administrators and the NHC Shared Counselor resulted in plans to incorporate early awareness of post secondary Honors Programs in the Career Investigation class offered to eighth grade students.

- 8th grade Career Investigation Class
- Career Interest Survey - ACT/DAT
- Choosing a Career Major
- Developing a Four-year High School Plan
- Honors Concept - Planting seeds of academic excellence. Students are introduced to the depth and breadth of ideals available in post secondary Honors Programs.

Activities for Career Investigation class may include:

- NHC Honors students visit the class sharing their experiences
- Multi-media video developed to promote academic excellence to be viewed by students in the Career Investigation class
- Field trips to North Harris College to allow students to observe an Honors seminar

Future plans for Honors initiative involve tracking students.

- Updating the Get A Life portfolio to include Self-Directed Search in 10th grade
- Teacher -Mentor program
- Career Center - Students are referred to the Career Center to explore career options with the aid of additional assessment instruments and career counseling.

NORTH HARRIS COLLEGE

A NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE

April 19, 1995

Dear Student:

I am pleased to announce this invitation from the Honors Committee at North Harris College to become a "rising star" by participating in the Honors Program. These classes are designed to challenge and enrich academically advanced students. As a 1995 high school graduate entering your first semester of college, you have met at least one of the academic criteria for the Honors Program:

- *class ranking in the top 10%
- *1100 or higher on the SAT
- *25 or higher combined score on the ACT.

By taking and successfully completing an Honors-by-Contract course, you will receive Honors credit that will be designated on your transcript; if you complete 15 or more hours of Honors courses and maintain a 3.5 GPA, you will graduate with Honors Program Graduate distinction. Such designations on your transcript and on your diploma tell senior institutions that you are an outstanding, highly motivated and intelligent student, who strives for excellence beyond regular course work. North Harris College is a member of the Texas Honors Administrators and, therefore, has regular contact and communication with Honors programs at such senior institutions as Texas A&M, Sam Houston State University, University of Houston, Texas Tech, and University of Texas, Austin.

The Honors Committee is interested in discussing the program with you in more depth. An Honors Faculty member and Honors student will be on campus at **Nimitz High School** on **Tuesday, April 25, 1995 between 11:30 and 12:30 in the LMC**. Please present this letter to your fourth period teacher for permission to go to the **LMC** during study lab. This letter will serve as your hall pass.

Sincerely,

Judy Smelley
Counselor

2700 W.W. Thorne Drive Houston, Texas 77073 (713) 443-5579 FAX (713) 443-5402

KRAMER
Entertainment
AGENCY, INC.
3849 LAKE MICHIGAN DRIVE
GRAND RAPIDS, MICHIGAN 49504
(616) 791-0095 • FAX (616) 791-4419

1990, 1991, 1992 & 1993 AGENCY OF THE YEAR NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

NOTICE

EFFECTIVE DATE: MAY 17, 1993

IF BEFORE, DURING, OR AFTER YOUR PERFORMANCE YOU HAVE ANY QUESTIONS, SUGGESTIONS, **CONCERNS,** OR **COMPLAINTS** REGARDING ANY ACT OR AGENT AFFILIATED WITH THE KRAMER ENTERTAINMENT AGENCY, INC.

OR

IF YOU FEEL, IN ANY WAY, THAT YOU HAVE **NOT BEEN** TREATED FAIRLY, OR YOU **DID NOT** RECEIVE WHAT YOU HAVE BEEN PROMISED. PLEASE CALL ME COLLECT ON MY PRIVATE LINE AT (616) 453-7302.

BOB KRAMER

PRESIDENT
KRAMER ENTERTAINMENT AGENCY, INC.

KRAMER Magnan AGENCY, INC.

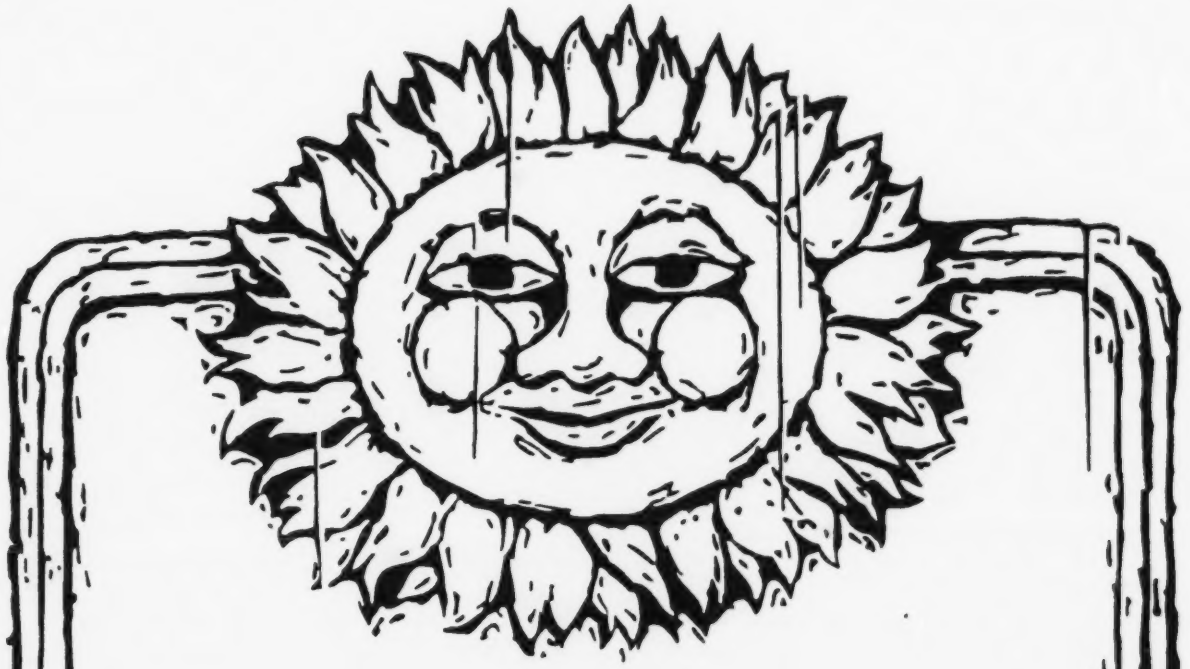
FUN FLICKS PRESS RELEASE

WANT TO FLY LIKE SUPERMAN IN A "MINI MOVIE" OR LOOK LIKE A MUSIC VIDEO STAR IN A MTV-STYLE MUSIC VIDEO? WHAT DO YOU THINK IT WOULD COST TO RENT A QUARTER-MILLION DOLLAR HOLLYWOOD-STYLE VIDEO PRODUCTION STUDIO COMPLETE WITH DIRECTOR, CREW, COSTUMES, PROPS, AND OVER 85,000 HOLLYWOOD STYLE EFFECTS? $20,000 $50,000 $100,000? MORE?

WELL, THANKS TO _____ AND FUN FLICKS, TOTALLY INTERACTIVE VIDEO FROM THE KRAMER ENTERTAINMENT AGENCY OF GRAND RAPIDS, MICHIGAN, YOU CAN BECOME THAT START, THAT LEGEND IN YOUR OWN MIND, FOR A VERY SMALL FEE OR MAYBE EVEN FREE!

WITH FUN FLICKS, TOTALLY INTERACTIVE VIDEO, APPEARING AT _____ ON _____ DURING THE HOURS OF _____, YOU CAN MAKE A LIP SYNC MTV-STYLE MUSIC VIDEO OR A "MINI MOVIE"--FLY LIKE SUPERMAN, WATER SKI LIKE A PRO, WALK IN SPACE, BE IN AN OLD WESTERN GUNFIGHT, RIDE A MOTORCYCLE, AND MANY MORE. THE FINISHED TAPE WILL BE YOURS TO KEEP, A TREASURE FOREVER.

DON'T MISS THIS GREAT OPPORTUNITY TO PARTICIPATE OR JUST SEE THE MOVIE MAGIC!



AREA SCHOOLS ASSISTANCE PROGRAM (ASAP)

SPONSORED BY
AMARILLO COLLEGE
SUMMER 1993

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The success of the Area Schools Assistance Program can be attributed to the fact that both the students and the participating high schools and area colleges benefit from the program. The student receives additional assistance in formulating postsecondary plans, which is of particular importance to "late decision-makers." Parents are openly and vocally pleased that the school is sufficiently interested in their child to be conducting a follow-up contact after he/she has graduated. Consequently, the school benefits by an enhanced image within its community, plus developing a definitive record of the postsecondary plans of its graduates.

The benefits to the participating high schools have been strongly reinforced by the agreement made in 1987 whereby each school district provides matching funds to help support the program. This level of commitment was sustained again in 1993. It is hoped that it will continue for the benefit of future graduates.

The purpose of this report, then, is to provide to participating high schools and districts the combined information which was generated by the 1993 ASAP project, involving all 2,077 graduates which represents a .6% increase from the 1992 population of 2,063 graduates. Individual high schools are also being provided reports which focus exclusively on their own graduates, thus allowing for comparison.

It should be noted that the specific objectives of the program were:

- To identify recent high school graduates who were without any future postsecondary plans and provide informational assistance to those interested in attending an institution of higher learning, obtaining work, or making other career decisions.

- To encourage and assist those high school graduates who have applied to an institution of higher learning but haven't completed their application process, or who must change their plans.

- To identify ways in which graduates who intend to work full time might continue their formal education on a part-time basis.

- To provide follow-up data on graduates for school counselors and administrators.

1993 COSTS ANALYSIS

Salaries (Reps worked a total of 422 hrs @ $17/hr)	$8,620.59
Workman's Compensation/FICA	173.00
Professional Services	451.00
Printing/Travel/Telephone, Etc.	371.26
SCANTRON (development & 2 years sheets)	1,161.75
Luncheon	165.00
	$ 10,942.60

School District's Contribution	$4,275.00
Amarillo College's Contribution	$6,667.60

AREA SCHOOLS ASSISTANCE PROGRAM
SUMMER 1993

ORIENTATION SCHEDULE

COLLEGE UNION BUILDING, PALO DURO ROOM
THURSDAY, APRIL 29, 1993
4:00 - 6:30 P.M.

4:00 - 4:30 p.m.	Paperwork for Personnel
4:30 - 4:35 p.m.	Welcome, Introductions Larry K. Patterson, Dean of Students
4:35 - 4:45 p.m.	JTPA Representative
4:45 - 5:00 p.m.	College Admissions Dennis McMillan, Registrar/Director of Admissions
5:00 - 5:15 p.m.	Financial Aid Kim Douglas, Loan Coordinator
5:15 - 5:30 p.m.	Advising, Counseling and TASP Lynda Barksdale, Director, Advising and Counseling
5:30 - 6:15 p.m.	New Scantron Answer Sheets Representatives responsibilities Coordinators responsibilities Rob O. Mills, Assistant to the Dean of Students
6:15 - 6:30 p.m.	New representatives catalog review questions

Collin County Community College
and
McKinney High School
present

Project

School and Community Offering Resources for Employment

SCORE!

What are *YOUR* plans after high school?

Come see *WHAT'S UP* with Project SCORE!

- Career Advising and Research Resources
- Interest and Personality Career Questionnaires
- Internships, Job Shadowing and Mentors from McKinney Businesses and Organizations
- Linkage to College and Community Resources
- Job Preparation ... Including Resume Writing, Interviewing and Application Assistance
- Services Available to all McKinney ISD Students, Grades 9 through 12

Want to know more about Project SCORE!?

Visit us in the MHS Library!

1400 W. Wilson Creek Pkwy., McKinney, Texas 75069 · (214) 569-6155

TEXAS HIGHER EDUCATION COORDINATING BOARD
FINAL REPORT
PROJECT YEAR 1994-1995

ABSTRACT

Many business leaders and eductors feel that students are not receiving the necessary preparation to compete in an increasingly global marketplace. There is an obvious widening gap between what is taught versus the skills, knowledge, and behavior that our students need to succeed in business. Educating parents, teachers, and counselors regarding the need for all students to learn work-based competencies, as well as involving the business community in the integration of courses, will help to strengthen the Texas workforce. Equipping students with the knowledge and skills to succeed will result in the recovery of school dropouts, lower unemployment, and more productive business.

Collin County Community College's (CCCC) **Project SCORE** (School and Community Offering Resources for Employment) developed a system over the past year to help McKinney High School students move with confidence from school-to-work and further education. The program targeted all students, grades 9-12, in their transition from school-to-work by forming partnerships with business and industry, educational providers, parents, community agencies, and students. School-based, work-based, and connecting activities were designed to perform the following program services:

A. **Individual and Group Career Assessments**

B. **Career and Life Planning - advising, counseling**

C. **Job Preparation - resumes, job applications, interviewing**

D. **Occupational/Educational Selection Assistance**

E. **Adopt-A-Student Program - mentor, job shadowing, internships**

F. **Information and Referral - college, business, community**

The establishment of this program was not about originating a new program that would compete with existing programs for limited resources and customers; rather it put in place the building blocks for a statewide system. Through enriching and expanding existing components such as tech prep, cooperative education, service learning, career assessment, and academic competitiveness through technology, **Project SCORE** was able to build a portion of a comprehensive, coherent system that engages youth in the acquisition of knowledge, skills, and attitudes necessary to pursue productive career pathways.

The **SCORE System** was developed through the joint efforts of various entities in Collin County who are involved in school-to-work transition activities. The organizations comprising the **SCORE** model are not unique to Collin County but may be replicated by identifying appropriate service providers, business/industry partners, and the target population in other communities. The **SCORE System** should serve as a prototype for adaption by other institutions and communities.

PURPOSE AND DESCRIPTION

Three-fourths of high school students enter the workforce without baccalaureate degrees; many do not possess the academic and entry-level occupational skills necessary to succeed in the changing workplace. There was a need for a system that forms partnerships with business and industry, educational providers, parents, community agencies, and students to close this gap by integrating education and work skills. In response to that need, the **SCORE System** was designed to assist secondary and post secondary students by providing services that will equip them to be successful in the workplace and promote lifelong marketability. The program goals, supporting program objectives, and related activities were developed to meet the identified needs of program participants.

SCORE utilized a multi-pronged approach to create a system for supporting and strengthening the workforce of the future. This system required the active involvement of business, community leaders, and educators. Employers helped to define skill requirements for specific jobs, offered quality learning experiences for the student at the worksite, and provided jobs for students and graduates.

Through the coordinated efforts of CCCC's Tech Prep program, Global EDGE, the Cooperative Work Experience Division, Career Services Department, the Small Business and Development Center, and Collin County's JTPA, strong linkages have been formed with local business and industry. These partnerships provided the means for secondary and post secondary students to move from school-to-work.

CCCC built this system to address the technical needs of the workforce and educational needs of the students by expanding and enriching existing programs. The following program goals were identified:

- To demonstrate school-based learning through the development and implementation of integrated/competency-based curricula
- To facilitate school-based learning through the enhancement and expansion of a career development system
- To broaden work-based learning opportunities by expanding current programs and enhancing local partnerships
- To provide students with work-based learning options while in school and upon completion
- To present professional development and technical training for teachers, counselors, administrators, and workplace mentors
- To perform analysis and evaluate **SCORE** outcomes and effectiveness

The **SCORE System** supported the high school in their efforts to help students move with confidence from school-to-work. Technical education was supported by informing parents, teachers, and counselors of the need for all students to learn work-based competencies such as those identified by the SCANS (The Secretary's Commission on Achieving the Necessary Skills) Report. The involvement of the business community helped to strengthen technical education. Success was measured by student outcomes such as retention, completers, graduates, and job placements. The results helped to stimulate dialogue among business, community leaders, educators, parents, and students. This dialogue helped to strengthen technical/vocational education.

A Community Partnership: The Richland College and Aikin Elementary School Career Discovery Project

Though interests, values, and skills evolve and change over the course of a lifetime, it is never too early to introduce students to the process of career planning. In fact, the National Career Development Guidelines initiative has begun and has as its purpose "to foster excellence in career development for people of all ages, genders, and cultural backgrounds."

At Richland College, a partnership with Aikin Elementary School has been formed to begin implementing the National Career Development Guidelines in our community. Twenty children who were at risk of not matriculating were selected to participate in eight career planning sessions led by career specialists at the college. Topics covered were self-knowledge, the relationship of education to careers, occupational brainstorming, and career exploration.

In this session we will discuss the evolution of this project from the initial stages of creation and planning to its implementation and plans for program improvement.

The Career Discovery Program

Background

Community colleges have always had as a primary mission to be invested and involved in the communities they serve. Conscious of the high drop-out rate in secondary schools, Richland College of the Dallas Community College District, decided to target the lower grades and design some creative programs in hopes of stimulating an interest in staying in school through the primary and secondary levels and eventually attending at least two years of college.

The first of the endeavors began in the fall of 1993 when Richland College and Aikin Elementary teamed together and began the "College Bound: Thunderducks (the school's mascot) In Training" program. Approximately 35 children from the third and fourth grades came over to the campus once a month on Friday where they toured a variety of campus program areas and participated in a hands-on experience (for instance, in the robotics lab or in the greenhouses) lead by faculty and/or staff.

At the conclusion of the program, the children participated in a "graduation" ceremony where they were given a certificate of completion and a cap with the program logo. Student and teacher evaluations were high, and one nice outcome was that several parents decided to enroll for classes.

The Career Discovery Program

As a follow-up to the "College Bound" initiative and with the intent to integrate the National Career Development Guidelines into our community outreach effort, it was decided a series of career planning modules would be offered to 20 of these same children who would be in the fifth and sixth grades in the fall of 1994. Some of the original 35

children had moved, and it was also felt 20 children was a manageable size for the student/staff ratio with the in-class exercises to be done. The teachers and principal chose the students who, in their opinion, would benefit most.

Planning

An initial meeting of the Project Team (consisting of the Principal, Dean of Enrollment Management, lead primary school teacher, and lead college career specialist) was held to determine the time frame and general format. Meetings were then arranged for the lead teacher and lead college career specialist to strategize the particulars of the sessions.

On campus, the lead career specialist met with the other career specialists who would be involved to design the career modules keeping in mind the children's attention span and need for hands-on activities.

Implementation

The children came to campus once a month on Friday (coordinating the bus trip with the new "College Bound" group). The career sessions were an hour long and consisted of some lecture, in-class exercises, sharing, snacks, and homework (topics covered are attached). The primary intent was to expose the children to a "mini version" of the career planning process teaching the steps necessary to make good career decisions. Thus, they gathered information about themselves, brainstormed career options based upon this information, and learned about researching the "world of work".

The final meeting was conducted as a graduation ceremony with each child receiving a certificate, tee shirt with our program logo, and a packet of career information on the career options they had chosen as their favorites from the Guidance Information System computer software.

Evaluation

At the conclusion of the program, the Project Team met to discuss where the program had succeeded, whether we wanted to continue, and if so, how we could improve the program next year.

The children and teachers rated the program very highly, and meetings are arranged for this summer to strategize particulars for the upcoming year.

Career Discovery

Welcome to the Richland College and Aikin Elementary Career Discovery Program! We hope you will have fun while learning about the "world of careers".

Our meetings will be on the following Fridays from 1-2 p.m. in room E-076 and will cover the following topics:

Oct. 28 Introductions and Learning About How Good Career Choices Are Made

Nov. 18 Learning About Yourself: Values

Dec. 16 (no meeting- go to the opera!)

Jan. 27 Learning About Yourself: Interests

Feb. 24 Learning About Yourself: Skills and Abilities

Mar. 31 Summary and Brainstorming Career Ideas

Apr. 28 Brainstorming Career Ideas

May 12 Graduation and Receive Career Packets

We look forward to working with you!
Richland Career Specialists: Lorrie Anderson
George Barnett
John Carmichael
Ora Howard

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October 18, 1994

Dear Parents,

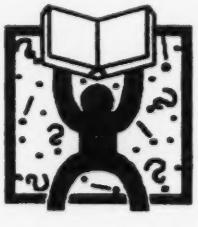
Aikin Elementary and Richland College are pleased to announce the second phase of the "College Bound" program. Those students who participated last year have the opportunity to continue on with this year's program called "Career Discovery."

Beginning Friday, October 28, twenty-one upper multi-age students will go to the Richland College campus to explore their personal career goals. The program is structured to promote a better understanding of "who they are" by looking at their interests and skills.

As last year, students will travel by bus to the college campus; however, when the weather is pretty, we may walk. We will leave Aikin at 12:45 p.m. and return around 2:15 on the following Fridays: October 28, November 18, December 16, January 27, February 24, March 31, April 28, and May 12.

We are very excited about this opportunity for Aikin students and feel that a partnership between our school and the college will have many positive benefits for students now and in the future.

Please sign below to indicate permisssion for your child to participate in the "Career Discovery" program. If you have any additional questions please call 238-6790.



Sincerely,

Andrea Clark, 5/6 Teacher
Joyce Bowman, Principal

Parent's Signature_____Date_____

ENRICHMENT PROGRAM
FOR HIGH SCHOOL STUDENTS

BASIC SKILLS ACADEMY
SAN ANTONIO COLLEGE

CLASSES ARE HELD ON SATURDAY - 13 SESSIONS

INCLUDING: **WRITER'S WORKSHOP**

MATH

COMPUTER LAB

SCHEDULE IS FROM 9:00 A.M. - 12:00 NOON

OUR GOAL: **TO PROVIDE EXTRA HELP TO STUDENTS WHO MIGHT NEED IT**

PROVIDE STUDENTS WITH INFORMATION ABOUT COLLEGE SO THEY CAN START THINKING ABOUT A CAREER

COST: **NO COST TO THE STUDENTS. MATERIALS ARE PROVIDED AT NO COST.**

PARENTS ARE ASKED TO SIGN A CONSENT FORM ALLOWING THEIR SON/DAUGHTER TO PARTICIPATE.

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BASIC SKILLS ACADEMY
SAN ANTONIO COLLEGE

SUMMER PRE-ADMISSION PROCESSING PROGRAM

JULY 10, 1995 - AUGUST 11, 1995

The following will be available to participants in the summer 1995 program at the Basic Skills Academy:

* Assessment - ASSET test

* Enrollment in the BASIC SKILLS ACADEMY for the months of July and August (upgrade Math and Writing skills to prepare for college).

* Attendance at the Academy will be Monday through Friday. Students will be scheduled to attend morning sessions.

* Career Testing - to help students identify a career choice.

* Career information/program requirements from representatives from Occupational/Technical programs at SAC.

* Counseling/Advising for classes for Fall

* Assistance in completing financial aid applications

This program will be at no cost to the student. Our goal is to provide assistance to students transitioning from high school to community college technical programs.

BASIC SKILLS

ACADEMY

ENRICHMENT PROGRAM

FOR HIGH SCHOOL

STUDENTS

FALL '94 - SPRING '95

MOODY LEARNING CENTER

ROOMS 539 AND 520A

221

ENRICHMENT PROGRAM
for High School Students
BASIC SKILLS ACADEMY
TECH/EDISON/LANIER

FALL '94 - SPR '95

The Enrichment Program for High School students (10th grade) at the above-named schools will be conducted at the Basic Skills Academy at San Antonio College during the Fall '94 and Spring '95 semesters.

This program will consist of classes in the Writer's Workshop and Math. A separate session on the computer will help students prepare in the areas of grammar, social studies, science, reading, etc. The class sessions will be 50 minutes long and the computer lab time will also be 50 minutes. These sessions will be scheduled for Saturdays and there will be 14 sessions planned beginning November 12th through March 18th of 1995. At that time, students can choose to continue the semester through May 13th or discontinue coming to the Academy if they no longer need the help.

The instructors for these sessions will be staff from the Basic Skills Academy. There will be lab assistants available for the computer lab so that students can get help as needed to utilize the PLATO program.

Sessions for classes will begin at 9:00 a.m. as follows:

Writer's Workshop 50 minutes
Math - 50 minutes
Computer lab - 50 minutes

The schedule will be from 9:00 a.m. until 12:00. There will be ten minutes breaks between each session.

Our goal with this program is to expand the Pre-Admissions Program that we started last summer. In addition, we want to help students who may need some extra help to prepare for the TAAS test. All materials for these classes will be provided for the students. There will be no cost to the students for this program. Parents will be asked to sign a consent form allowing their son/daughter to participate in the program.

BEST COPY AVAILABLE

October 27, 1994

Dear Parents:

Your son/daughter will have the opportunity to participate in a program sponsored by San Antonio College. This Enrichment Program for High School Students will be held on Saturdays from 9 a.m. - noon.

The program is designed to help students upgrade their skills in writing and math to enable them to prepare for college. In addition, students will have one hour of computer lab time each week.

There will be no cost for this program and all materials for the Writer's Workshop and the Math sessions will be provided at no cost to the student.

If you would like to have your son/daughter participate in this program, please complete the attached form and return to the counselor at school. You will receive further information within the next few weeks.

Sincerely,

Sylvia Cantu
Coordinator - Basic Skills Academy

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October 27, 1994

Estimados Padres:

Su hijo/hija tendra la oportunidad de participar en un programa que se llevara a cabo en el colegio de San Antonio (San Antonio College), los sabados, de las nueve a las doce.

La meta de este programa es el preparar a los estudiantes para el colegio y darles informacion acerca de los requisitos para asistir en el colegio. El programa va a incluir gramatica, matematica y una hora de trabajo en la computadora.

No habra costo para los estudiantes que participen en este programa. Tambien la materia que usen los estudiantes sera sin ninguen costo.

Si usted quiere que su hijo/hija participe en este programa, favor de completar la forma que se encuentra con esta carta. Devuelva la forma al consejero de la escuela. Se les dara mas informacion acerca de este programa dentro de unas dos semanas.

Sinceramente,

Sylvia Cantu
Directora - Basic Skills Academy

PERMISO DE LOS PADRES

Yo, _____ doy permiso a mi hijo/hija, _____, que participe en el programa de San Antonio College.

Entiendo que el numero de estudiantes que podran participar sera limitado y que mi hijo/hija se compromete a participar en este programa cada semana.

_____

PADRES

_____

fecha

San Antonio College
Basic Skills Academy
Enrichment Program for High School Students

week 1	Introduction to Course Elements of Geometry
2	Angles and Triangles
3	Pythagorean's Theorem and Applications
4	Measurement and Precision
5	Perimeter, Area and Volume
6	Similar Shapes
7	Percents and Applications
8	Multi-step Word Problems
9	Probability and Statistics
10	Interpreting Charts and Graphs
11	Ratio and Proportions
12	Logic - Patterns and Venn Diagrams
13	Problem Solving and Identifying Types of Problems
14	Test Taking Strategies and Review

San Antonio College
Basic Skills Academy
Enrichment Program for High School Students

Week 1		Introduction to Course Sample Essay Written in Class
	2	The Writing Process
	3	The Six Steps of Writing an Essay
	4	Step 1, The Thesis Sentence
	5	Step 2, Topic Sentences
	6	Step 3, Secondary Support
	7	Step 4, Transitions Between Paragraphs
	8	Step 5, Unity
	9	Step 6, Error Free Sentences
	10	"My Energetic Nephew" - Read and Discuss
	11	Paragraph Writing Practice
	12	In Class Essay Using a Typical T.A.A.S. Topic
	13	Revising
	14	Review

To: Teachers/Counselors Addressed

From: Planning Committee
Martha Riddile, Mary Ann Norton, Carolyn Ramsey

Date: Wednesday, May 18, 1994

Subject: Workshop with North Harris College

Often our students complete the requirements for graduation without a clear plan for their future. While we don't wish to limit their options, it's now more important than ever that we assist them *(and their parents)* in learning more about themselves and establishing some direction early enough in their high school experience to enable them to pursue the appropriate coursework to prepare for college and work.

With this in mind, Spring ISD and North Harris College faculty and staff will be joining together this summer in a collaborative effort to develop a plan whereby students establish a clear career focus early in the high school experience and **"declare a major"** course of study which has a strong academic base designed to guide them toward a broadly conceived career path.

As an educator with a strong sense of enthusiasm and dedication toward helping students succeed, you have been identified as one whose participation is vital to this process. Please reserve June 22-23, 1994, 8:00 a.m. to 3:00 p.m. to lend your expertise at a two-day workshop at Bammel Middle school which will pair you with key members of the North Harris College faculty, parents, and key business representatives for discussion of related subject matter, organization and organize the program of studies offerings to highlight the relationship to college courses and careers, and design of an implementation plan.

This is our opportunity to design a broad program involving major subject areas that lead to careers and job skills.

Robert G. Smith

This Career Majors project is jointly supported by ...

NORTH HARRIS COLLEGE
A NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE

SPRING INDEPENDENT SCHOOL DISTRICT
INSTRUCTION
JOB-
AUTHORITY
DISCIPLINE

Printing made possible by the Carl Perkins Federal Grant Fund and a North Harris College Grant.

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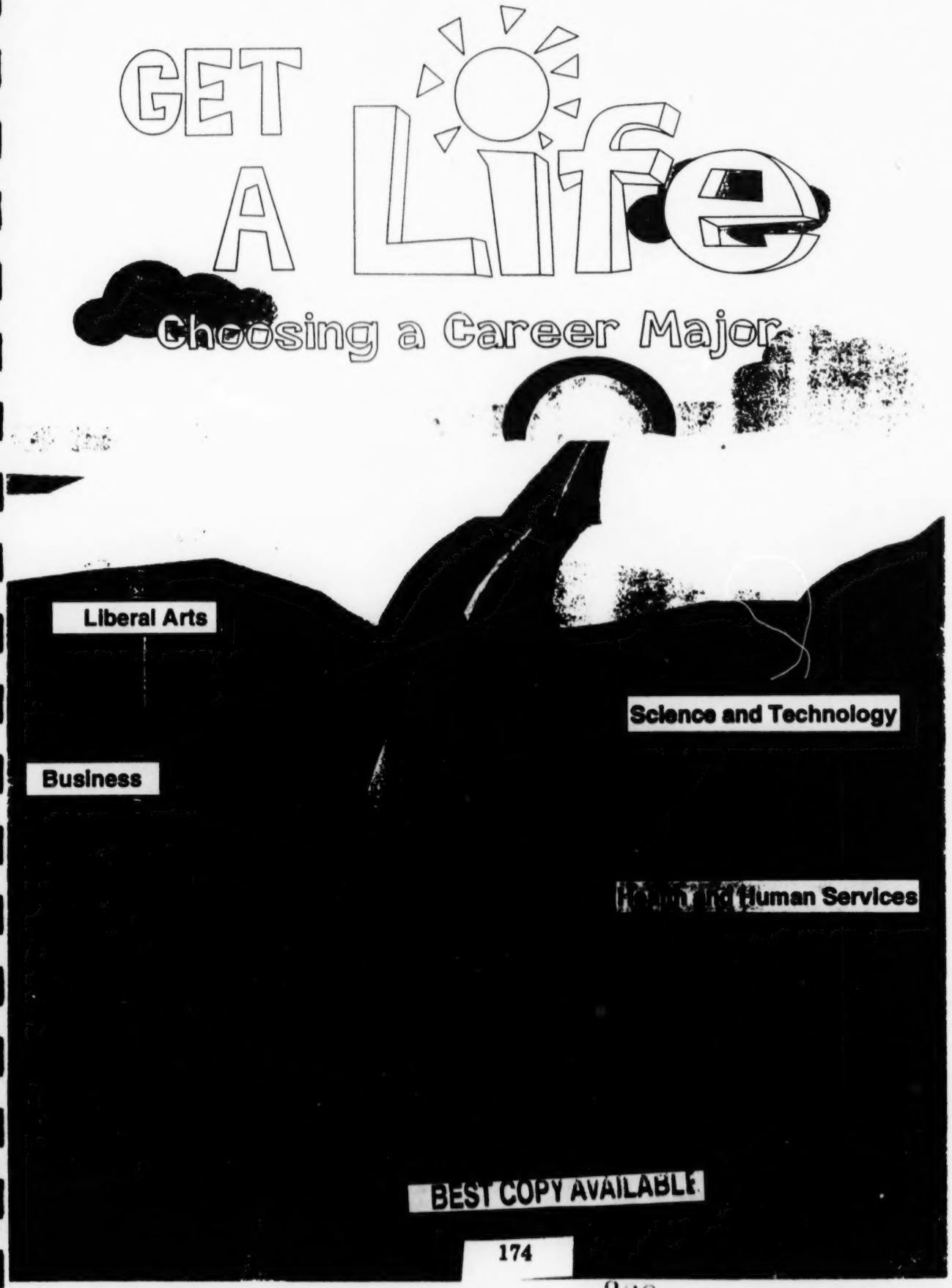
GET
A Life
Choosing a Career Major
Liberal Arts
Science and Technology
Business
Human Services
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NORTH HARRIS [redacted] COLLEGE

A NORTH HARRIS MONTGOMERY COMMUNITY

Sanford C Shugart Ph D
President

RECEIVED
APR 20 1994
OFFICE OF
EDUCATIONAL PROGRAMS

April 19, 1994

Dr. Robert Smith
Associate Superintendent
Spring Independent School District
Spring, Texas

Dear Rob

Thank you for your hospitality and a very productive meeting today. I always find myself challenged to think a little differently about our students after visiting with you.

As I understand the outcome of our discussion, we will pursue the idea of high school "majors" based roughly on a set of career clusters which will likely require post-secondary preparation at two or four-year colleges. These clusters will be in business, health and human services, science and technology, and liberal arts. This may or may not lead to some official approval by the Coordinating Board and the T.E.A. as "tech prep." Our next step will be a curriculum planning workshop which we will be happy to host on June 22 and 23. The agenda and process for this meeting will be worked out by a small committee convened by Carolyn and Marianne in the next few weeks.

On another matter, I have asked Diane Griffin to contact your office to coordinate meeting and room arrangements for the faculty inservice activities you are planning for August 10 and 11. We are delighted to be able to host such an event and hope to make it all the more enjoyable for the faculty. Diane can arrange anything you might need, including audio-visual resources and refreshments.

Thanks again for your partnership and don't hesitate to call if I can be of service.

Warmly,

Sanford C. Shugart

c: Marianne Malague
Bill Richards

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Minutes

High School Majors Planning Committee

Statement of the Problem (developed in summer session with North Harris Community College):

1. Absence of reasons related to future education or work for course selection
2. Absence of coherence in four year planning
3. Foreclosure of decisions by failing to elect "gatekeeping" courses

Synopsis of Scans Report requirements and future trends for the work world were distributed and reviewed.

Four major fields have been identified:

Health and Human Services:	Programs of study related to the promotion of health and delivery of human services.
Science and Technology:	Programs related to technologies necessary to design, develop, install and maintain physical systems and those related to the environment and natural resources
Business:	Programs of study related to the business environment
Liberal Arts:	Programs of study related to the humanities and to the performing, visual, literal and media arts

Carolyn reviewed implementation steps identified by the participants in the summer meetings as well as the marketing strategies which had been suggested.

<u>Agreements:</u>

Target Audience: **Incoming ninth grade students and their parents**

What do we want in the materials for students:

- Rationale
- Results of the Career Interest Survey
- Overview of four majors with careers tied to education attained and personality traits
- Step by step directions with worksheets to complete process
- Overview of four-six years for students as an appendix

Task: Develop a marketing plan for informing students and their parents about Career Majors concept

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PROPOSED SCHEDULE
CAREER MAJORS FOLLOW-UP WORKSHOP
A Partnership between
Spring Independent School District and North Harris College
Bammel Middle School

8:30 - 8:45	Greetings	Spring Superintendant
8:45 - 9:30	Celebration	Rob & Bill
9:30 - 10:00	What Has Happened	
10:00 - 10:15	Break	
10:15 - 10:30	Where Do We Go From Here	
10:30 - 11:15	Round Table Discussion	
11:15 - 12:00	Report and Recommendations	
12:00 - 1:00	Lunch	
1:00 - 1:15	Charge	
1:15 - 2:30	Group Work (3 teams)	
2:30 - 3:30	Group Reports	

wor-ns6/8/95

SPRING ISD/NORTH HARRIS COLLEGE WORKSHOP

DIRECTIONS TO GROUPS

FIRST SESSION- Discuss Charge and Answer Questions

1. **Appoint Recorder and Reporter**
2. **List what has already been accomplished related to the charge**
3. **Revise the charge statement**
4. **Identify what needs to be done next to accomplish the group's charge**
5. **Report recommendations to the full group**

SECOND SESSION- Develop a plan to accomplish all components of the career majors program

1. **Complete action plan**
2. **Report goals to full group**

CAREER MAJORS PROGRAM: AN ACTION PLAN

COMPONENT: _____ **CHARGE:** _____

example

Goals/Outcomes	Action Steps	Person(s) Responsible (ISD and College)	Resources/Support Required	Time Frame
Develop a career planning guide for 8th grade students	a. review high school career cluster b. obtain input from committee members c. write draft d. revise draft and complete final document	Barbara Ellis, Chair Ann Scott, High School Counselor Larry Orb, College Instructor	• clerical help (for desktop publishing) • printing/binding for approximately 300 copies	October 1994 - January 1995

PLANING MEETING
SPRING ISD/NORTH HARRIS COLLEGE WORKSHOP
May 4, 1995

STRUCTURE FOR WORKSHOP (LARGE GROUP SESSION)

1. Celebration
2. Report on what has been accomplished
3. Evaluate outcome
4. Next steps

MAKEUP OF SMALL GROUPS

1. Middle School Instruction (Vicki Stanfield)
   initiatives
   assessment tools
2. Tech Prep/Articulation/Dual Credit (Larry Brillhart)
   cheat sheet - definitions, financing, eligibility, overview, contact persons, sources of information, goals
3. College Planning -- curriculum (broad degree plans and career planning)
4. College Planning --student and parent development

INITIAL GOAL WORKSHOP I

Every student engage in a thoughtful planning process

- assessment
- keeping options open
- connections to work and postsecondary education

CHARGE WORKSHOP II

Identify what needs to be done next and a plan to accomplish (task and expected outcome, timelines, who is responsible, make-up of group).

- expand the marketing strategies to include the college connection
- revise the curriculum document to include years 13 and 14
- identify benchmarks to determine career planning is happening (outcomes of assessment, use of four year plans)

FIRST ACTIVITY

Small group discussions focusing on what has been accomplished and what needs to be done;
Structure -- two facilitators one from NHC and one from Spring ISD
Process -- appoint a recorder and presenter; facilitators will use prepared questions to focus discussion
Outcome -- presenter will report back to larger group

General Questions

What has been done?
How are we doing?

What are the next steps?
Who is responsible?

Questions -- Group I

1. What have we done so far (initiatives in place to promote career planning)?
2. How well are we treating students?
3. How well did the testing go?
4. How is assessment information used in career planning?
5. Was the information helpful in terms of assisting in decision-making?
6. What benchmarks were used to evaluate the tool (Get A Life)?
7. Do the career clusters help students select appropriate courses?
8. Was the tool marketed to students and parents?
9. What needs to be done next?

Questions -- Group II
Questions -- Group III
Questions -- Group IV

CAREER PLANNING PROCESS?

1. Tools (secondary and college portfolios)
2. How to use tools appropriately
3. Benchmarks to determine career planning is happening
   outcome of testing/assessment
   were the four year plans used

CHARGE TO THREE GROUPS
MIDDLE SCHOOL

1. What initiatives to promote career planning are in place?
2. How is assessment information used in career planning?
3. What is the involvement of the parents?
4. Is the connection made between work, postsecondary schools and if so, how?

TECH PREP/ARTICULATION/DUAL CREDIT

1.

COLLEGE PLANNING (curriculum component and student/parent development)

Evaluation of Planning and Collaboration Workshop
June 22-23, 1994
Bammel Middle School

Please help us evaluate the workshop by responding to each statement using the scale as follows:
5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree

Please indicate your role in this workshop:
___ Student ___ Parent ___ SISD Staff ___ NHC Staff ___ SISD Advisory Board

Statement	SA	A	U	D	SD
1. The purpose of the two day workshop was clear to me.	5	4	3	2	1
2. The workshop was well organized.	5	4	3	2	1
3. The problem was well defined.	5	4	3	2	1
4. Possible solutions to the problem were generated by the group process.	5	4	3	2	1
5. I believe my ideas were helpful	5	4	3	2	1
6. A valuable planning tool was produced for parents and students.	5	4	3	2	1
7. An effective plan for communication of this product to parents and students was developed	5	4	3	2	1
8. This planning and collaboration workshop was well worth my time	5	4	3	2	1
9. The collaboration between Spring ISD and North Harris College will result in better course choices by students.	5	4	3	2	1

What did you like best about this workshop?

Suggestions for improvement

Thank you for your help!

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GET A LIFE VIDEO

The ***Get a Life*** video is the result of a collaborative initiative with Spring Independent School District and North Harris College to increase students' and parents' awareness of the importance of decision-making and career planning prior to high school. High school educators at a recent Texas Education Agency sponsored Career and Technology Conference recommended the video for high school students, as well.

The theme of the video, "education pays" illustrates life styles afforded as years of education and training increase. Four **career paths** emphasize examples of jobs and beginning salaries typical of each pathway.

To order the ***Get A Life*** video, call or write:

CHANNEL 1 PRODUCTIONS
Instructional & Educational
Video Productions
19827 Bishops Gate, Suite No. 1
Humble, TX 77338
(713) 540-3944

COST: **$5.00 plus tax and shipping**